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ABSTRACT

The study identified characteristics and innovative approaches employed by exemplary vocational education programs in serving the disadvantaged in co-op, self-contained, and mainstreamed settings (secondary, postsecondary, and adult levels). Forty-one states, three territories and the District of Columbia responded to the request for three program nominations; sixty-seven responses were received from questionnaires mailed to directors of programs so nominated. Findings related to identification and assessment are (1) achievement tests are used as a primary source of client identification; (2) all programs (except mainstreaming) use attendence records as another identification means; (3) academically disadvantaged students (defined as one year or more below reading or math level) are more easily identified than the economically disadvantaged due to confusing definitions, and therefore more frequently selected; (4) there seems to be no widely used means of measuring student achievement for initial assessment but teacher-made assessments seem to be widely used for ongoing evaluation; and (5) principal uses of identification information are in determining support services, modifying or adjusting curriculum, and planning specific instructional services. With respect to programming, two conclusions are made: (1) secondary enrollments have held steady over 1975-78, but adult and postsecondary are rapidly increasing, and (2) a large percentage of the programs attempt to mainstream their disadvantaged learners into regular vocational classrooms. The major staffing conclusion was that exemplary programs seem to be well organized and conduct followup activities yearly. (Profile sheets on all sixty-seven programs, organized by type of program, comprise over 160 pages of the report.) (MEK)

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EXEMPLARY PROGRAMS FOR THE DISADVANTAGED

A REPORT OF A NATIONAL STUDY

By

Jerry L. Wircenski
Associate Professor
Division of Occupational and Vocational Studies
The Pennsylvania State University

CE 024 631

U.S. DEPARTMENT OF HEALTH,
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DISCLAIMER

The activity which is the subject of this report was supported in whole or in part by the United States Office of Education, Department of Health, Education and Welfare through the Pennsylvania Department of Education (PDE), Bureau of Vocational Education. However, the opinions expressed herein do not necessarily reflect position or policy of the United States Office of Education, Pennsylvania Department of Education, or the Bureau of Vocational Education and no official endorsement should be inferred.

The data reported in this monograph were collected as part of a study conducted by the Division of Occupational and Vocational Studies of The Pennsylvania State University. Data received from each exemplary program is thought to be accurate but is not guaranteed. All data were tabulated and reported as received.

ACKNOWLEDGEMENTS

The efforts and assistance of many individuals were intertwined in the preparation of this monograph. I would like to thank Dr. L. Allen Phelps for serving as Project Facilitator for the overall project, which is the subject of this report and for his editorial assistance in reviewing this monograph and Mr. Dan-Pai Feng for his overall assistance in the data tabulation.

A special thanks goes to Dr. Gary D. Meers and the NAVESNP organization for its encouragement in seeing this report through to a successful completion.

Appreciation goes to the staff of the Pennsylvania Department of Education, Bureau of Vocational Education for their support of the project, which is the subject of report.

Lastly, special thanks must be extended to all the state directors, state consultants, project directors, and other personnel who completed nomination forms and questionnaires to make this project possible.

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PREFACE

The National Association of Vocational Education Special Needs Personnel is pleased that it has an opportunity to share this monograph with you. The Association strives constantly to bring you materials that can assist you in your educational programming.

Contained in this report are some very interesting conclusions as well as data that supports the common thinking of educators in the field. It is through research activities such as this that a strong base is being established for the area of Special Vocational Needs Programming.

For those individuals who are in the process of evaluating their programs or are implementing new programs, the program profile sheets will be of much assistance. They provide a system through which data can be accumulated quickly and comprehensively.

The National Association of Vocational Education Special Needs Personnel would like to thank Dr. Jerry Wircenski for sharing his efforts with the Association and for his allowing the dissemination of this material to Association members. In addition, the Association would like to thank all those other individuals who contributed their time and efforts to make this sharing of material possible. It is through this sharing that special needs students will continue to receive better individual educational opportunities.

Gary D. Meers
NAVESNP President

Introduction

The purpose of this monograph is to share the results of a national study of exemplary programs for the disadvantaged at the secondary, post-secondary or adult levels. Through a grant from the Pennsylvania Department of Education, Bureau of Vocational Education, the Division of Occupational and Vocational Studies conducted a study of programs serving the academically and economically disadvantaged in co-op, self-contained and mainstream classes.

It is hoped that these data can be useful to the vocational education community in such areas as planning new programs to serve the disadvantaged, evaluating existing curriculum offerings, identifying needed support services and support personnel. Another way may be by simply employing the findings to better understand the operational environment which surrounds vocational education for the disadvantaged.

Design

Sample Selection

A nomination form was constructed for identification of three exemplary programs from each of the 50 states as well as the District of Columbia and the five United States Territories. For the purpose of this study, an exemplary vocational program for the disadvantaged was one which, within the last three years, had met at least one of following criteria:

- Had been evaluated and received favorable recommendations or commendations
- Had been identified or cited as exemplary by another external agency (e.g. National Education Association, State Advisory Council, etc.)

- Had received exemplary, innovative, or demonstration project funding.
- Had been publicized or presented in a professional journal or statewide news media

Although there was no attempt made to determine whether those programs nominated were indeed exemplary, many program directors submitted evidence of corroboration ie; magazine articles, newspaper clippings, citations and the alike.

Initial contact via letter and project abstract was made with the state Directors of Vocational Education. Each director was asked to forward the nomination form to their state consultant for disadvantaged programs and request that the nomination form be completed and returned. It was felt that if the first contact was made through the state director, a higher percentage of return would result. It should be noted that the cover letter defined co-op, self-contained and mainstream programs as follows:

- Co-op Program - A vocational program where disadvantaged persons receive on-the-job instruction along with in-school instruction. The on-the-job work experience is supervised by school personnel and generally exceeds more than four (4) hours per day.
- Self-Contained Program - A vocational program where disadvantaged persons receive instruction primarily in-school and primarily in special classes for the disadvantaged.
- Mainstream Program - A vocational program where disadvantaged persons receive instruction in regular vocational classes and also receive appropriate support services.

The nomination form requested the following information regarding each type of program: name of program, contact person, address of contact person, telephone number, and level of instruction.

Data Gathering Instrument

A four-page questionnaire was developed for the national study and submitted to a committee review by the project staff. The questionnaire sought to assess the best practices and innovative approaches being used throughout the nation. The intent of the questionnaire was to address the following major areas of concern:

1. Identification and assessment procedures,
2. Programming, and
3. Staffing patterns.

The questionnaire, accompanied by a self-addressed, stamped envelope and a cover letter outlining the purpose of the study, was sent to each of the program directors identified by their respective state consultants. This initial contact was followed by a follow-up letter, about one month later. This letter was subsequently followed-up by a telephone call after a two-week span.

Analysis of Data

The questionnaires were accrued, data were reported, tabulated, and percentages calculated for each of the three types of programs. Data were also examined and recorded on individual profile sheets for each respective program. Specific profile data on each of the exemplary programs is contained in Appendix A.

Nomination Forms and Questionnaires

The purpose of this study was to identify the characteristics and innovative approaches employed by exemplary programs throughout the nation. Exemplary programs were separated into three categories, namely, co-op, self-contained, and mainstream.

Forty-one states, three territories, and the District of Columbia responded to the request for program nominations for a 80 percent return. Nine states and two territories did not return the nomination forms. Three states and one territory returned the form with no nominations at that time. Three program nominations were incorrect in that "handicapped" programs were nominated.

The frequency and percentage of nominations and questionnaires returned by program classification are shown in Table 1.

Table 1
Frequency and Percentage of Nominations and Questionnaires Returned, by Program Classification

	Co-op	Self-Contained	Mainstream	Totals
Nominations	27	33	32	92
Usable Questionnaire Returned	17	22	28	67
Percentage	63	67	88	73

For all three program types 92 questionnaires were mailed to nominees. Sixty-seven were usable returns for a 73 percent response. The percentage of respondents were rather similar between co-op and self-contained programs but somewhat higher--88 percent--for mainstream programs.

Findings

The following is a synthesis of information emanating from the 33 item questionnaire. For purposes of review and clarification some questions have been combined while less important ones have been omitted. The findings have been classified in three segments. They are: Identification and Assessment, Programming, and Staffing.

Identification and Assessment

The first question sought the type of information and data that were collected for the purpose of identifying disadvantaged learners.

As shown in Table 2, 71 percent of the co-op, 86 percent of the self-contained and 71 percent of the mainstream programs used achievement test scores for identification purposes. Twenty-nine percent of the co-op, 55 percent of the self-contained and 54 percent of the mainstream programs used aptitude test scores for the purpose of identification. School attendance records were utilized for 94 percent and 77 percent of the co-op and self-contained programs, respectively, but only 46 percent of the mainstream programs.

Table 2
Percentages of Type of
Information Collected for Identification of
Disadvantaged Learners

Information	Co-op Percentages	Self-Contained Percentages	Mainstream Percentages
Achievement test scores	71	86	71
Aptitude test scores	29	55	54
School attendance record	94	77	46
Family income	47	73	36
Family status	35	68	29
Others	65	59	71

Family income and family status, such as a single parent, were utilized for identification purposes in about 75 percent of the self-contained programs. The same criteria was employed in about one-third to one-half of the mainstream and co-op programs. "Other" identification methods were extremely varied for each individual program with counseling personnel for referral purposes most frequently cited.

The second question asked what specific criteria was used for determining whether a learner was academically or economically disadvantaged.

Academic Disadvantaged. Sixty-five percent of the co-op, 73 percent of the self-contained and 64 percent of the mainstream programs used a specific number of grade levels below the norm in math as an identification criterion shown in Table 3. Seventy-seven percent of the co-op, 68 percent of the self-contained and 64 percent of the mainstream programs used a specific number of grade levels below the norm in reading as an identification criterion. For both math and reading levels, the number of years below the norm ranged from a low of one to a high of nine years.

Table 3
Specific Criteria Used for Determining Whether a Learner Is Academically or Economically Disadvantaged

Academic Disadvantaged	Co-op Percentages	Self-Contained Percentages	Mainstream Percentages
Below grade level in mathematics	65	73	64
Below grade level in reading	77	68	64
Below minimum grade level	36	45	46
Teacher referrals	71	59	79
Others	65	59	43
Economic Disadvantaged			
Annual family income	35	64	36
Unemployed parent	47	41	32
Family on welfare assistance	59	73	57
Others	65	50	46

An overall minimum grade level was used as the criterion for 36 percent of the co-op, 45 percent of the self-contained and 46 percent of the mainstream programs. This ranged from one to eight years below grade level. Teacher referrals were used as criteria for academically disadvantaged students for 71 percent of the co-op, 59 percent of the self-contained and 79 percent of the mainstream programs. "Other" criteria mentioned were varied extensively with "lack of interest in school" and "poor attendance "records" most frequently cited.

Economic Disadvantaged. As shown in Table 3, 35 percent of the co-op, 64 percent of the self-contained and 36 percent of the mainstream programs cited a specific family income level in proportion to size, as the criterion employed to identify economically disadvantaged learners. An unemployed parent was the criterion utilized for 47 percent, 41 percent, and 32 percent of the co-op, self-contained, and mainstream programs, respectively. Receipt of welfare assistance was utilized as the criterion in seven out of ten self-contained programs but was employed in but a little more than one-half of the co-op and mainstream programs. "Other" criteria cited included "free lunches," "general need," "meets CETA requirements" and "general living conditions."

The third question sought the uses of identification information. One hundred percent of the co-op, 77 percent of the self-contained and 93 percent of the mainstream programs used the identification information collected for determining the type of support services needed for disadvantaged learners as shown in Table 4. Modifying/adjusting curriculum was cited in 88 percent, 82 percent, and 68 percent of the co-op, self-contained and mainstreaming programs, respectively. Eighty-eight percent of the co-op, 86 percent of the self-contained and 89 percent of the mainstream programs used identification information collected for planning specific instructional experiences.

Table 4
Uses of Identification Information In Exemplary Programs

Uses of Identification Information	Co-Op Percentages	Self-Contained Percentages	Mainstream Percentages
Determining needed support services	100	77	93
Modifying/adjusting curriculum	88	82	68
Planning specific instructional experiences	88	86	89
Others	47	18	36

The fifth question asked for the specific support services available to disadvantaged learners. The most often mentioned service available to all three program types was vocational and personal guidance and counseling. Some of the other services mentioned were; reading specialists and free lunches. As expected, guidance personnel were utilized most extensively in determining specific support services, followed by administrators, vocational teachers, and support specialists.

Question six sought the names of specific tests utilized for 1) initial identification of disadvantaged learners, and 2) assessment of achievement or progress.

1. Initial Identification of Disadvantaged Learners. This was one area of nonconformity between and among program classifications. More than 43 different types of standardized and non-standardized tests were utilized to assist in the initial identification process. The most frequently employed standardized tests for all programs were the California Test of Basic Skills, the Wide Range Achievement Test and the Stanford Achievement Test. The most often mentioned non-standardized assessment measure was teacher and/or guidance referrals.

2. Assessing Achievement or Progress. Like initial identification and assessment, the findings for assessment of achievement or progress were also varied between and among program classifications. More than 32 different standardized and non-standardized measures were facilitated to determine achievement or progress. Virtually no duplication in standardized tests was found between programs except in the use of the Stanford Achievement Test. Teacher-made assessment measures were the most common non-standardized method for measuring learner progress.

Question ten sought the estimated program enrollments for the 1975-76, 1976-77 and the 1977-78 school years.

Co-op Programs. As shown in Figure 1, average program enrollments, at the secondary level, have declined somewhat over the last three school years -- 317 students in 1975-77 to 290 students in 1977-78. (It is important to note that an exemplary program in actuality may, and very often does, represent a number of programs or classes within one school or school system). The enrollment pattern at the postsecondary level has held rather steady over the same three-year period.

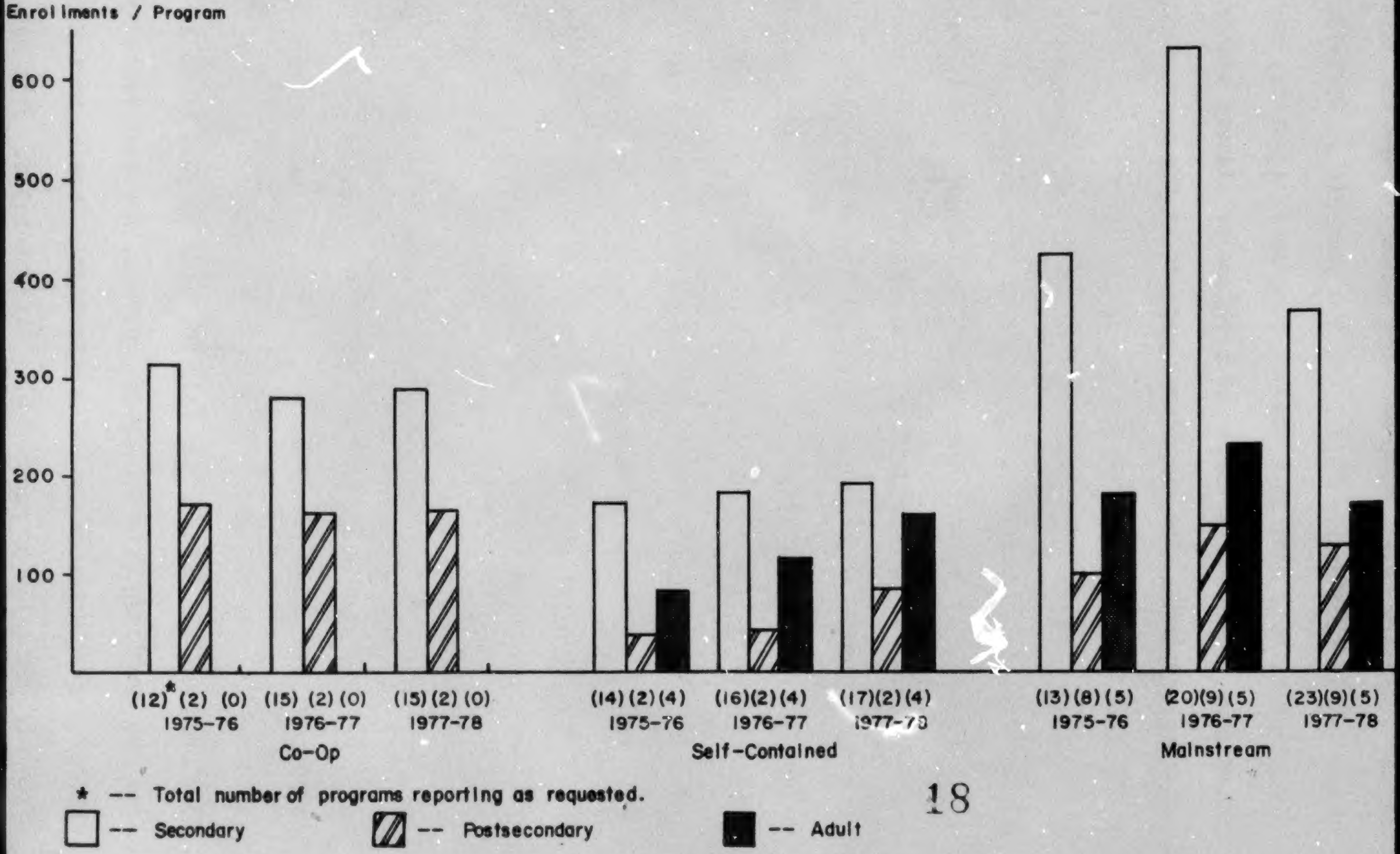
It also was evident that the concept of adult co-op programs for the disadvantaged has yet to progress to any degree to warrant nomination as an exemplary program. This was understandable considering the small number of adult co-op programs as compared to the large number of secondary programs. Enrollments in the vast majority of programs at both the secondary and postsecondary levels are classified as either academically or economically disadvantaged.

Self-Contained Programs. Average program enrollments for secondary level self-contained programs showed a rather steady enrollment pattern over the three-year period (See Figure 1). On the other hand, postsecondary enrollment averages showed a three-fold increase over the same three-year span.

Four adult self-contained programs were identified as exemplary in nature, considering the fact that no adult level co-op programs were nominated might indicate that this approach to serving the needs of disadvantaged adults warrants further study. The average enrollment in these four programs has shown a two-fold increase in just three school years. Like the enrollments in the co-op programs, the vast majority of disadvantaged learners, at the secondary and postsecondary levels, were classified as either academically or economically disadvantaged. This was also the case for adult level self-contained programs.

Figure 1

Enrollments/Program of Students in Co-Op, Self-Contained and Mainstream Programs for the Disadvantaged by Level and School Year



Mainstream Programs. As shown in Figure 1, the average program enrollments for mainstream programs at the secondary level show a substantial increase from 1975-76 (426 students) to 1976-77 (640 students), but a drop-off in the 1977-78 school year to a low of 372 students. Enrollment averages for postsecondary and adult mainstream programs followed a similar pattern, but less pronounced.

An interesting point was the number (14 nominations) of postsecondary and adult mainstream programs identified as exemplary in nature when compared to both co-op (only two nominations) and self-contained (only six nominations). This would seem to imply that the concept of mainstreaming at the postsecondary and adult levels appears to be growing very rapidly. The same patterns in classifications of the disadvantaged, either academic or economic, as found previously in co-op and self-contained programs at the secondary, postsecondary and adult levels were found in the mainstream programs.

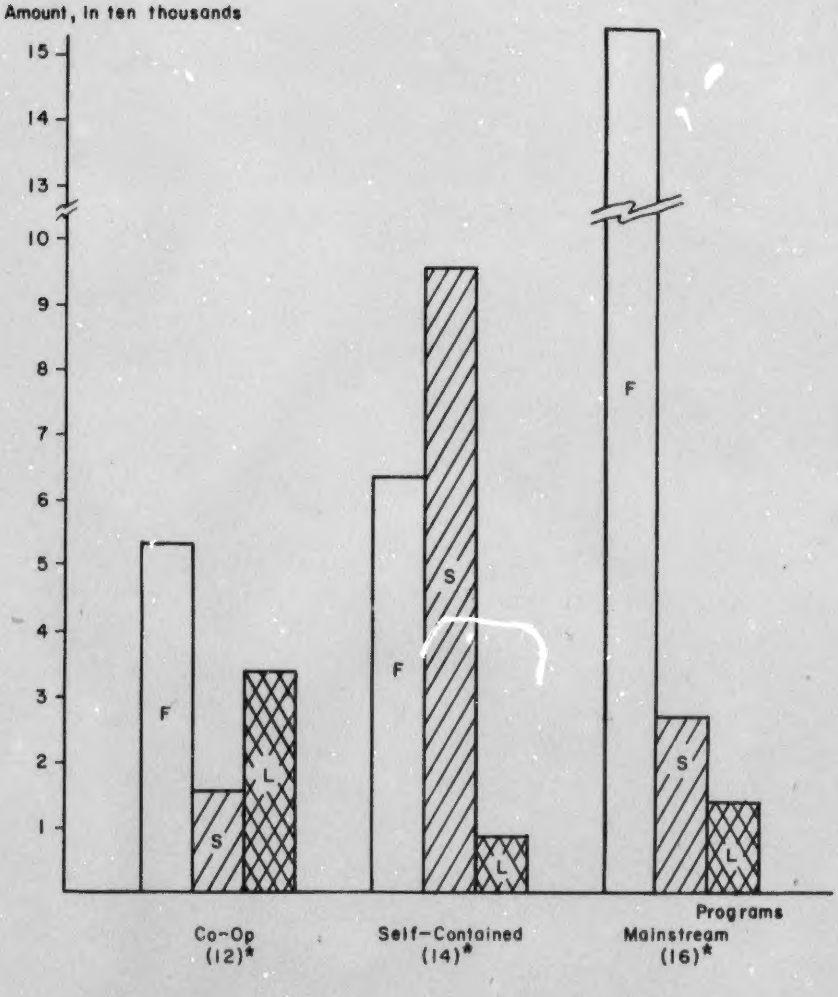
Programming

Question 11 sought the approximate amount of funds used for program operation. Figure 2 reveals the results of this question. Twelve of the 17 co-op programs reported data as requested. For these 12 programs an average of $52,759 federal, $15,458 state and $33,924 local funds were received for program operations, for an average of $102,141 total funds per program.

Fourteen self-contained programs reported an average of $63,443 federal, $96,099 state, and $8,973 local funds were received for program operations, for an average of $168,515 total funds per program. Sixteen mainstream programs reported an average of $153,848 federal, $26,818 state and $13,671 local funds were received for program operations, for an average of $197,770 total funds per program (includes one additional program which reported data as a total figure).

Figure 2

Average Amount of Funds Used for Program Operation by Federal, State and Local



* -- Total number of programs reporting data as requested.

Although these figures may seem excessive, over half of all programs had been in operation for more than three years.

Question 18 sought to determine whether students were mainstreamed into other vocational programs. One hundred percent of the co-op, 59 percent of the self-contained and 86 percent of the mainstream program responded that students were being mainstreamed into other individual vocational programs. Over 88 percent of all programs indicated that enrollments in their respective programs could be done so without conflicts with other required courses.

Staffing

Question 21 asked for the number of program instructors. The average number of program instructors for all co-op programs was approximately 6.5. One program reported 46 instructors involved in co-op instruction for disadvantaged learners. With this one program removed, the average exemplary co-op program employed approximately 3.5 instructors. The average number of program instructors for all self-contained programs was approximately nine. Five programs employed 12 or more instructors. One program employed 47 instructors. As would be expected, the exemplary mainstream programs were much larger. The average program involved the use of about 17.5 instructors. Five programs employed 28 or more instructors. One program utilized 110 instructors.

Eighty-two percent of the co-op and self-contained, and 68 percent of the mainstream programs indicated that their instructors had business, industrial or trade experience. Over 86 percent of all instructors had anticipated in some form of pre-service or in-service activity for working with disadvantaged. In contrast only 59 percent of the co-op, 36 percent of the self-contained, and 21 percent of the mainstream program instructors were members of professional associations related to the teaching of disadvantaged learners.

Question 27 asked whether teacher aides were employed. Approximately one-half of all program directors responding to the questionnaire had teacher aides employed in their programs. Specifically, 41 percent of the co-op, 50 percent of the self-contained, and 36 percent of the mainstream program respondents indicated aides were employed.

Question 29 sought to determine if an organized plan existed for placement of students in an employed position. Eighty-two percent of the co-op, 73 percent of the self-contained and 86 percent of the mainstream program respondents replied that follow-up studies of the student's employment history were conducted. Of these follow-up studies, over one-half of the programs indicated that these were conducted annually.

Conclusions

The basic conclusions drawn from the findings of this study are:

1. Achievement test scores were utilized for identification of disadvantaged learners in co-op, self-contained and mainstream programs. (Question 1)
2. Co-op and self-contained programs also placed a great deal of emphasis on school attendance records for the identification of disadvantaged learners. (Question 1)
3. The specific criterion used for determining whether a student is academically disadvantaged was below grade level norm in math and reading skills, although the number of years below the norm ranged from a low of one to a high of nine years. (Question 2)
4. The task of determining academic disadvantage as a specific criterion for identification seems more clearly defined than that of economic disadvantage. (Question 2)
5. The principle uses of identification information were; determining needed support services, modifying/adjusting curriculum and planning specific instructional experiences. (Question 3)

6. There appears to be no widely accepted standardized means, such as standardized tests, for measuring student achievement for initial assessment. (Question 6)

7. The overwhelming means of determining student achievement during program operation appears to be teacher designed assessment measures. (Question 6)

8. Over the past three years, 1975-1978, enrollments for national exemplary programs are holding steady at the secondary level but are experiencing a rapid expansion at the adult and postsecondary levels. (Question 10)

9. As might be expected, mainstream programs are the most costly to operate, followed by self-contained and co-op programs. (Question 11)

10. A large percentage of national exemplary programs attempt to mainstream disadvantaged learners into regular vocational programs. (Question 18)

11. National exemplary programs seem to be well organized with organized plans for student placement and conduct follow-up activities yearly. (Question 29)

Implications of the Data

An examination of baseline data from this study of national exemplary programs for the disadvantaged reveals implications for practice that are as many and varied as the populations employing these data. A few of these populations and subsequent examples of implications are presented.

Administrators/Curriculum Planners

The administrator or curriculum planner might compare initial identification data from their programs with national exemplary programs, in general, or the exemplary program in their State or U.S.O.E. region (Program profile sheets are in Appendix A). Local school administrators might evaluate types of local support services in light of specific identification criteria such as low reading and mathematics scores or they could compare program enrollments with operational costs.

Vocational Teachers

The vocational teacher of the disadvantaged could employ these data to better understand the nature and degree of deficiency of disadvantaged learners -- low family income levels, unemployed parent, welfare assistance, low abilities in reading and mathematics, and school attendance problems. Vocational teachers who have not worked with the disadvantaged could use these background characteristics to address concerns about the types of students who may be mainstreamed into their programs. Vocational teachers should also be more aware of the heavy reliance on their in-class evaluations of student achievement and perhaps do a more conscientious job in this area.

School Personnel--Special Educators, Support Personnel, Counselors

This group could use the findings of this study to determine the types of special services needed by disadvantaged learners to succeed in the vocational curricula. The reliance on support personnel in the areas of reading and mathematics is apparent as is dependence on guidance and placement services.

Pre-Service and In-Services Teacher Educators and Students

The potential uses of the data reported in this study by teacher educators, teachers, and teacher education students are diverse. Teacher educators could use the identification information, staffing data, and enrollment trends in their pre-service and in-service classes to bring a more current and accurate picture of the "state of the art" of programs and processes for the disadvantaged. Teacher educators and graduate students might also identify areas for additional research as students' attitudes or opinions regarding the instructional staff, curriculum, and other services provided by these national exemplary programs for the disadvantaged. Research might also be conducted to determine why such variation exists in the interpretation of data to determine disadvantaged status from one program to the next. Studies might also be performed to evaluate the outcomes of vocational education for the disadvantaged as opposed to the process examined in this report.

The important point to remember is that these are but a few examples of how the data tabulated in this report might be used. These data by themselves are good from an informational standpoint but the subsequent utilization to develop new strategies or to examine and evaluate existing programs and services for the disadvantaged are even more worthwhile.

APPENDIX A

INDIVIDUAL PROGRAM PROFILE SHEETS

NATIONAL EXEMPLARY CO-OP PROGRAMS

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Colorado

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Co-op "G"
Contact Person Gregg Sands
Street Address 601 W. 100th Place
City/State/Zip Code Denver, Colorado 80221
Telephone (303) 451-1241
Program Level __x__ Sec. ____ Postsec. ____ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

____ achievement test scores
____ aptitude test scores
__x__ school attendance record
____ family income
____ family status
__x__ other information, Credit situat., voc. aspirations recommend by counselor, student.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

____ annual family income (below $____)
____ unemployed parent
____ family on welfare assistance
____ others, n/a

b. academic disadvantaged

____ below grade level in math (____ yrs.)
____ below grade level in reading (____ yrs.)
____ below minimum grade average (____ yrs.)
____ teacher referral
____ others, n/a

3. How identification information is used in program:

__x__ Determining needed support services
__x__ Modifying/adjusting curriculum
__x__ Planning specific instructional experiences
____ Others,

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

__x__ Guidance counselor
____ Home school counselor
__x__ Administrators
__x__ Occupational teachers
____ Remedial/support teachers
____ Others,

5. Specific support services available to disadvantaged learners.

__x__ Remedial reading
__x__ Voc. guidance
__x__ Personal guidance
__x__ In class tutor assist.
____ Teacher aides
____ Interpreters/bilinguists
__x__ Work evaluation
__x__ Diagnostic testing
____ Family counseling
____ Others,

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

None

b. Assessing achievement or progress

None

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Class attendance, on-the-job work evaluation, class grades

b. At the conclusion of the program (summative assessment)

Final evaluation will be eventually based on competency based on competency based instruction.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teacher-coordinators state supervisor district vocational director

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

____ Guidance counselor
__f/s__ Teacher(s) of program
____ Occupational teacher
____ Remedial/support teacher
__s__ Administrator
__s__ Others, State Supervisor

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.	55			55			55		
c. Cult. disad.									
d. Others									
TOTAL	55			55			55		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 50% State ________ Local 50%

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
_x_ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3-4 during the year.

17. The following are represented on the advisory committee:

_x_ Parents
_x_ Administrators
____Special needs personnel
____Teachers
_x_ Rep. from bus. within the community
____Students
_x_ Others, Former students

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 2.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_ Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
_x_ Other, class club

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Connecticut

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Special Assistance Team
Contact Person Mr. Forest E. Parker
Street Address Box 508 Belden Station
City/State/Zip Code Norwalk, CT 06852
Telephone (203) 847-0481
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
x school attendance record
___ family income
___ family status
x other information, office referrals, suspensions, retention, reading problems.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

___ below grade level in math (___ yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (___ yrs.) Lower 25%
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
___ Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Attendance, grades, math and reading pretest

b. At the conclusion of the program (summative assessment)

Comparison of previous year's attendance, grades, suspension, posttest math and reading.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Administrator, guidance, teacher

b. Summative assessment information

Principal, supervisor, area superintendent.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	600			800			920		
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL	600			800			920		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State________ Local 100%

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
s Administrators
____Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
____Others,________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 46.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
x Other, Local

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Delaware

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Delcastle Voc-Tech School
Contact Person Mr. Carson Herr, Principal
Street Address 1417 New Port Rd.
City/State/Zip Code Wilminton, DE 19804
Telephone none given
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   x achievement test scores
   ___ aptitude test scores
   ___ school attendance record
   ___ family income
   ___ family status
   ___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   ___ annual family income (below $___)
   ___ unemployed parent
   ___ family on welfare assistance
   x others, Aid to families of disad. children.

   b. academic disadvantaged

   ___ below grade level in math (___ yrs.)
   x below grade level in reading (___ yrs.)
   ___ below minimum grade average (___ yrs.)
   ___ teacher referral
   ___ others, ___

3. How identification information is used in program:

   x Determining needed support services
   ___ Modifying/adjusting curriculum
   ___ Planning specific instructional experiences
   ___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   x Guidance counselor
   ___ Home school counselor
   x Administrators
   ___ Occupational teachers
   x Remedial/support teachers
   x Others, Reading specialist

5. Specific support services available to disadvantaged learners

   x Remedial reading
   ___ Voc. guidance
   ___ Personal guidance
   ___ In class tutor assist.
   ___ Teacher aides
   ___ Interpreters/bilinguists
   ___ Work evaluation
   x Diagnostic testing
   ___ Family counseling
   ___ Others, ___

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners
   California Test of Basic Skills.

   b. Assessing achievement or progress
   CTBS, IRI's Class and Work Record.

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment) Multi-Media Diagnostic Measure of Assessment and Evaluation.

   b. At the conclusion of the program (summative assessment)
   CTBS - Posttest, IRI's Posttest-Class and Work Record.

8. Purposes of formative/summative assessments.

   a. Formative assessment information
   On occassion, a student may be misplaced.

   b. Summative assessment information Reading teacher utilizes assessment for purpose of evaluation and placement the next year.

9. Personnel responsible for the assessment of student progress or achievement.

   ___ Guidance counselor
   f Teacher(s) of program
   ___ Occupational teacher
   ___ Remedial/support teacher
   ___ Administrator
   s Others, Project director and reading specialist.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	22	___	___	22	___	___	22	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	22	___	___	22	___	___	22	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $11,114 State_________ Local_________

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _4_ during the year.

17. The following are represented on the advisory committee:

_x_ Parents
___Administrators
___Special needs personnel
_x_Teachers
___Rep. from bus. within the community
___Students
___Others,_________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. Yes No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1 1/2
1 full-time (1/2 time)

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program.
[✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

___Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

_x_ VICA
___HERO
_x_DECA
___FHA
___Other,_________

32. If there was something in your program that you could change, it would be:

Enlarge program. Expand it to all grades, not just grade 10. Increase funding.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Hawaii

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Hawaii Comm. College
Contact Person Alfred H. Goto, Acting Dean of Inst.
Street Address 1175 Manono Street
City/State/Zip Code Hilo, Hawaii 96720
Telephone ___
Program Level ___ Sec. x Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___) $33,000
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (___ yrs.)
x below grade level in reading (___ yrs.)
x below minimum grade average (2 yrs.)
x teacher referral
x others, self-referral

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Outside agency referral, school health services.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Out of class assistance Peer counselors.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners Pretests in specific subjects Nelson-Denny Reading Test, California Ach. Test for reading, SRA Basic Skills Arithmetic.

b. Assessing achievement or progress

Posttests in specific subject matter grades, re-test on Nleson-Denny or SRA

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Mid-term tests. Teacher counselor or teacher/tutor consultations.

b. At the conclusion of the program (summative assessment)

Teacher and student evaluations, grades, counselor/student conference.

8. Purposes of formative/summative assessments.

a. Formative assessment information Student, tutor & counselor assess progress and determine materials to be used, methods of working together & if supportive service should continue.

b. Summative assessment information

For evlauation of program - sounseling student for next semester, evaluation of tutor skills.

9. Personnel responsible for the assessment of student progress or achievement.

s/f Guidance counselor
s/f Teacher(s) of program
s/f Occupational teacher
s/f Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	115	___	___	118	___	___	112	___
b. Econ. disad.	___	22	___	___	30	___	___	35	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	137	___	___	148	___	___	157	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $11,449 State_________ Local_________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x___more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 0___.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
x___DECA
____FHA
x___Other, Cooperative Voc. Ed. Club

32. If there was something in your program that you could change, it would be:

Funds scarecely meet the demand. Would be of benefit to students to hire classroom aides and papa-professional to assist program director.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Illinois

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Cooperative Work Training (CWT)
Contact Person Marshall Skinner and Terry Tosh
Street Address Bloomington Area Voc. Center
City/State/Zip Code 1202 E. Locust St. Bloomington, IL 61701
Telephone (309) 827-6124
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
x family income
___ family status
x other information, Behind 2 yrs. in grade level, lacks in reading, writing, or math skills, public assistance.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___) $8540 Family of f.
x unemployed parent
x family on welfare assistance
x others, Student living independent.

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (2 yrs.)
x teacher referral
x others, Learning disability

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Co-op work placement

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
___ Occupational teachers
x Remedial/support teachers
x Others, School psychologist Social worker.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
x Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, co-op education

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Teacher evaluation, employer evaluation

b. At the conclusion of the program (summative assessment)
Follow-up, employer survey

8. Purposes of formative/summative assessments.

a. Formative assessment information
Determining student growth, credits, (teachers and employers)

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	120	—	—	115	—	—	105	—	—
b. Econ. disad.	85	—	—	75	—	—	71	—	—
c. Cult. disad.	60	—	—	55	—	—	48	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	265	—	—	245	—	—	224	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $11,000 State $12,500 Local $22,400

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

____Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
____Others, __________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 2 1/2.
2 full-time, 1 half-time

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program.
Yes [✓ No]

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other, __________

32. If there was something in your program that you could change, it would be:

Develop an active student organization

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Kentucky

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Interlocking Cooperative Voc. Ed.
Contact Person Monty Joe Lovall
Street Address South 2nd Street
City/State/Zip Code Richmond, KY 40475
Telephone (606) 623-4959
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
x family income
x family status
___ other information, ______

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $5,500
___ unemployed parent
x family on welfare assistance
x others, Foster children

b. academic disadvantaged

x below grade level in math (1 yrs.)
x below grade level in reading (___yrs.)
___ below minimum grade average (___yrs.)
x teacher referral
___ others, ______

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ______

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ______

5. Specific support services available to disadvantaged learners.

x Remedial reading
___ Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aidas
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ______

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
California Test of Basic Skill

b. Assessing achievement or progress
California Test of Basic Skill

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Pretesting of standardized test

b. At the conclusion of the program (summative assessment)
A posttest of standardized tests

8. Purposes of formative/summative assessments.

a. Formative assessment information Goes to the teachers of these particular students as well as guidance counselors.

b. Summative assessment information
This assessment information is used by counselor in determining placement.

9. Personnel responsible for the assessment of student progress or achievement.

s/f Guidance counselor
s/f Teacher(s) of program
___ Occupational teacher
s/f Remedial/support teacher
___ Administrator
___ Others, ______

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	5			6			6		
b. Econ. disad.	33			36			37		
c. Cult. disad.									
d. Others									
TOTAL	38			42			43		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $5,500 State $2,300 Local $1,800

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. Yes No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
___ Special needs personnel
___ Teachers
x Rep. from bus. within the community
___ Students
___ Others, ________ ,

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
x Other, class club

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Michigan

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Special Needs Vocational Education
Contact Person Mr. Earl Shaffer
Street Address Ann Arbor Public Schools - 800 Soule St.
City/State/Zip Code Ann Arbor, Michigan 48103
Telephone (303) 994-2315
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
x other information, GPA, Counselor referrals, language diff (for foreign born reading level)

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, GPA school attendance record, reading level, past failures in voc. ed classes.

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
x others, Same as above

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Placing students in program and in jobs.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Special needs counselor-coordinator

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Michigan Education Assessment Program Tests

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Performance objective computer monitoring

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information
Teachers, program counselors, program administrator

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

s/f Guidance counselor
s/f Teacher(s) of program
s/f Occupational teacher
s/f Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL									

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $65,000 State____ Local $20,000

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
__x__more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets __3__ during the year.

17. The following are represented on the advisory committee:

x____Parents
x____Administrators
x____Special needs personnel
x____Teachers
__x__Rep. from bus. within the community
____Students
____Others,____

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is __6__.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

__x__Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

__x__VICA
__x__HERO
__x__DECA
____FHA
__x__Other, BOEC

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Minnesota

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Work Experience Career Explor. Prog.
Contact Person Jerry Davis
Street Address Robbindale Public Sch. - 4148 Winnetka
City/State/Zip Code Minneapolis, MN 55427 Ave. No.
Telephone (612) 533-2781
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
x school attendance record
x family income
x family status
x other information, Staffing teams

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Use of social worker evaluations

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
x others, Poor grades & classwork in general not making normal progress toward graduation.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Job Placement

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Nurse, Homeroom teacher, Social Worker

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Grade in all courses, attendance, evaluations from employers.

b. At the conclusion of the program (summative assessment) Students working successfully
Students still in school.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Coordinators for planning

b. Summative assessment information

Administration in program evaluation

9. Personnel responsible for the assessment of student progress or achievement.

f/s Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	140	___	___	140	___	___	140	___	___
b. Econ. disad.	50	___	___	50	___	___	50	___	___
c. Cult. disad.	20	___	___	20	___	___	20	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	210	___	___	210	___	___	210	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State $90,000 Local $90,000

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _2_ during the year.

17. The following are represented on the advisory committee:

___Parents
___Administrators
_x_Special needs personnel
___Teachers
_x_Rep. from bus. within the community
___Students
___Others,________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _7_.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

___Each year
___Every other year
___Every five years

(Informally)

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
_x_Other, informal club

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Missouri

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Project REACHED
Contact Person Mr. Paul Coffman, Director
Street Address Northwest Missouri AVTS, 1st and Vine St.
City/State/Zip Code Marryville, Missouri 64468
Telephone (814) 582-3197
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
x others, Passive or apathetic behavior

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (___ yrs.)
x teacher referral General educ. deficiency
x others, Unaware of ed. procedures or opport. Lack of parental support & guidance.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Determining need for personal counseling Determining need for behavior modification.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
x Family counseling
x Others, Alternative Education By-pass reading

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners Wide Range Test, Teacher ref, Achiev. scores, Nelson-Denny Reading Test, Guid. referrals.

b. Assessing achievement or progress

Wide Range Ach. Test, Teacher conference, Teacher-made tests.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Rating scales, Contracting

b. At the conclusion of the program (summative assessment)

Rating scale, Vocational class evaluation, Work evaluation.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Staff and state department

b. Summative assessment information

Staff and vocational teachers

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
s Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	14	___	___	9	___	___	13	___	___
b. Econ. disad.	6	___	___	6	___	___	6	___	___
c. Cult. disad.	8	___	___	13	___	___	19	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	38	___	___	28	___	___	28	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $33,000 State ___ Local $11,000

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4-8 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
___Others, ___

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 3.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

___Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

x VICA
x HERO
x DECA
x FHA
x Other, FFA

32. If there was something in your program that you could change, it would be:

We would add additional secretarial help and an additional teacher for expansion of the program.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE N. Carolina

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Distributive Ed. & ICT
Contact Person Bill Turner, North Brunswick
Street Address Box 340
City/State/Zip Code Leland, North Carolina 28451
Telephone 371-2261
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___aptitude test scores
x school attendance record
___family income
x family status
___other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $___)
x unemployed parent
x family on welfare assistance
___others, ___

b. academic disadvantaged

x below grade level in math (6 yrs.)
x below grade level in reading (6 yrs.)
___below minimum grade average (___yrs.)
x teacher referral
___others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___Home school counselor
___Administrators
x Occupational teachers
x Remedial/support teachers
___Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
___Personal guidance
___In class tutor assist.
___Teacher aides
___Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
___Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Coordinator with teachers

b. At the conclusion of the program (summative assessment)

Coordinator and employer

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
s Teacher(s) of program
s Occupational teacher
___Remedial/support teacher
___Administrator
___Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	5	___	___	3	___	___
b. Econ. disad.	___	___	___	18	___	___	20	___	___
c. Cult. disad.	___	___	___	15	___	___	12	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	38	___	___	35	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 100%   State ______   Local ______

12. Length of program operation.

___ Less than one sch. yr.   ___ three sch. yrs.
x Two sch. yrs.   ___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 10 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
___ Special needs personnel
___ Teachers
x Rep. from bus. within the community
___ Students
___ Others, ______

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 3.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

x VICA
___ HERO
x DECA
___ FHA
___ Other, ______

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs for the Disadvantaged Learners

STATE New York

~~Co-op Program/~~Self-Contained Program/Mainstream Program

Name of Program Multi-Occup. for the Disadvantaged.
Contact Person J. Backus, Director
Street Address Broome/Tioga BOCES, Upper Glenwood Rd.
City/State/Zip Code Binghamton, NY 13905
Telephone (607) 748-3326
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Recommendations from schools & social agencies.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (2+ yrs.)
x below grade level in reading (2+ yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
x others, Behavioral difficulties

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
x Family counseling
x Others, Vocational instruction

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Stanford Achievement Test, Fountain Valley

b. Assessing achievement or progress

Same as above

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Performance standards

b. At the conclusion of the program (summative assessment)

Performance standards

8. Purposes of formative/summative assessments.

a. Formative assessment information

Student receives daily feedback, school's receive quarterly reports.

b. Summative assessment information

Schools issue credit.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
x Teacher(s) of program
x Occupational teacher
x Remedial/support teacher
x Administrator
x Others, Students/parents.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	80			100			130		
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL	80			100			130		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 65% State ______ Local 35%

12. Length of program operation.

___Less than one sch. yr.
x Two sch. yrs.
___three sch. yrs.
___more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 10 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
___Special needs personnel
___Teachers
x Rep. from bus. within the community
___Students
___Others, ______

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 6.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes No

29. Follow-up studies are conducted of the student's employment history. Yes No Not yet

30. Follow-up studies are conducted.

___Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
x Other, ______

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Ohio

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Voc. Explor., Exper. & Training (VEET)
Contact Person Alberta Minor
Street Address Dayton Board of Ed., 348 W. 1st St.
City/State/Zip Code Dayton, OH 45402
Telephone (513) 257-7008
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
x family income
___ family status
x other information Stud. encourntering acad. or social diff. and whose needs aren't being met in the class room.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Student or child to support.

b. academic disadvantaged

x below grade level in math (2+ yrs.)
x below grade level in reading (2+ yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
x others, School counselor referral or agency referral

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Planning vocational exploration work-experience, and on-the-job training.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
___ Remedial/support teachers
x Others, Area work counselors work supervisors.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, Job placement referrals, personal problem referrals.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
None

b. Assessing achievement or progress Supervisor's evaluation, Teacher-made tests related to job market, job readiness, and consumer ed. instr.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Supervisor's evaluation, job-site visitation, observation

b. At the conclusion of the program (summative assessment) Pre/post test comparison, seminar participation, supervisor's evaluation.

8. Purposes of formative/summative assessments.

a. Formative assessment information Students for self-assessment; work counselors for counseling grading, and recording.

b. Summative assessment information Work counselor to offer assistance and direction and for program improvement.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
___ Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
f Others, VEET counselors and coordinators.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	150	50	___	140	50	___	237	26	___
b. Econ. disad.	1740	160	___	1734	146	___	1217	161	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	1890	210	___	1540	196	___	1454	187	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $157,689 State ________ Local 27,827.51

12. Length of program operation.

____Less than one sch. yr. ____three sch. yrs.
____Two sch. yrs. __x__more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets __2__ during the year.

17. The following are represented on the advisory committee:

____Parents __x__Rep. from bus. within the community
__x__Administrators ____Students
__x__Special needs personnel __x__Others, Air Force Personnel
__x__Teachers

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is __4__.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

__x__Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other, __________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Pennsylvania

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Select Employment Trainee
Contact Person Robert G. Lamping
Street Address 341 Bellefield Avenue
City/State/Zip Code Pittsburgh, PA 15123
Telephone (412) 622-3703
Program Level x Sec. __ Postsec. __ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
x school attendance record
x family income
x family status
x other information, Checklist for special need students.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Receiving free lunch subsistance in school.

b. academic disadvantaged

___ below grade level in math (___yrs.)
___ below grade level in reading (___yrs.)
x below minimum grade average (___yrs.)
x teacher referral
x others, Special checklist for special needs students.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Proper emp. selection, background info. couns, general supportive aid to the stud. and family.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
___ Remedial/support teachers
x Others, Proj. coord. or student.

Placement section & staff members assigned to each student.

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Day to day support.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Rating form

b. At the conclusion of the program (summative assessment)

Grades and credit awarded for successful work experience.

8. Purposes of formative/summative assessments.

a. Formative assessment information Student received rating form and a copy is kept on file in student placement office.

b. Summative assessment information Grades submitted to counselors become part of student permanent record, and credit toward graduation.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
___ Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
f/s Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	501*	___	___	119*	___	___	1028*	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	501*		___	119*	___	___	1028*	___	___

Total of actual job place men

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $203,355 State ________ Local $203,355
mathch funds.

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
x Others, local gov. agency.

18. Students mainstreamed into other vocational programs. [✓ Yes] No
(Where possible).

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 3 and 10 field ser. aides.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes No n/a

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

Unknown

24. Instructor(s) are members of related professional associations. Yes No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
___ Other, ________

32. If there was something in your program that you could change, it would be:

Intensity of program outreach.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Vermont

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Cooperative Occup. Education
Contact Person Anthony Quintiliani
Street Address Barre Reg. Voc/Tech. Center
City/State/Zip Code Barre, Vermont
Telephone (802) 476-6237
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
x family income
___ family status
x other information, counselor/teacher referrals.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
x family on welfare assistance
x others, Federal regs. for disadvantaged.

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
___ below minimum grade average (___yrs.)
x teacher referral
x others, Counselor referral, parent referral, admin. referral.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Used to select the most needy learners.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
x Others, Co-op work placements and voc. course tutoring.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners WRAT, DARD, GM, SAT, and other norm-referenced and criterion referenced measures.

b. Assessing achievement or progress

Same as above, and case reviews

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Case reviews periodically and criterion-referenced measures

b. At the conclusion of the program (summative assessment)

Standardized posttest.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teacher to modify programing or admin. use to reconsider placement.

b. Summative assessment information

Student and program evaluations.

9. Personnel responsible for the assessment of student progress or achievement.

x Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
f/s Remedial/support teacher
s Administrator
x Others, Voc. teachers and guidance personnel.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	80			90			100		
b. Econ. disad.	est.	of 10%		est.	of 10%		est	of 10%	
c. Cult. disad.									
d. Others									
TOTAL	80			90			100		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

Total 75,000.

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _3_ during the year.

17. The following are represented on the advisory committee:

x__Parents
x__Administrators
x__Special needs personnel
x__Teachers
_x_Rep. from bus. within the community
_x_Students
_x_Others, former students

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _5_.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No] Not all.

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

One CETA aide.

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_Each year
___Every other year
_x_Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
_x_Other, Little or any involvement.

32. If there was something in your program that you could change, it would be:

I would make it a model alternative vocational education program serving both disadvantaged and handicapped learners. I would also house it in a self maintained building.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Virginia

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Cooperative Work Instr. Program.
Contact Person Mr. Daniel Fielding
Street Address Charlottesville, H.S. 1400 Melbourne Rd.
City/State/Zip Code Charlottesville, VA 22891
Telephone (804) 296-5131
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
x other information, guidance & admin. recommendation behind one or more grades in school.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, students do not have to be econ. deprived to qualify if meet qualification of fed. prog.

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
x below minimum grade average (___yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Classroom teachers

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
SRA, DAT

b. Assessing achievement or progress
SRA

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment) Assessment of student performance on participation in class.

b. At the conclusion of the program (summative assessment) Same as above, also, job evaluation, attendance, and grade point average.

8. Purposes of formative/summative assessments.

a. Formative assessment information Utilized to determine indiv. student needs, to inform parents of student's strengths and weaknesses.

b. Summative assessment information To inform state dept. of programs success, to upgrade existing project.

9. Personnel responsible for the assessment of student progress or achievement.

s Guidance counselor
f Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.	25			20			40		
c. Cult. disad.	5			10			10		
d. Others	10			10			10		
TOTAL	40			40			60		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 50% Local 50%

12. Length of program operation.

- ____Less than one sch. yr.
- ____Two sch. yrs.
- ____three sch. yrs.
- x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

- ____Parents
- x Administrators
- ____Special needs personnel
- x Teachers
- x Rep. from bus. within the community
- ____Students
- ____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. Yes No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 3.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

- ____Each year
- x Every other year
- ____Every five years

31. Students are members and participate in the following related activities.

- ____VICA
- ____HERO
- x DECA
- ____FHA
- ____Other,__________

32. If there was something in your program that you could change, it would be:

Change Federal & State Labor Laws. They are so restrictive that employers are reluctant to hire young disadvantaged workers between 14-16 years of age. Students, therefore, have to accept jobs that are available which in many cases do not relate to their occupational interests.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Washington, D.C.

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Experience-Based Career Ed. Prog.
Contact Person Ms. Ellen E. Datcher, Prog. Director
Street Address Payne School 15th & C Sts. S.E.
City/State/Zip Code Washington, D.C. 20003
Telephone (202) 724-4553
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (3 yrs.)
x below grade level in reading (3 yrs.)
x below minimum grade average (D yrs.)
x teacher referral
x others, Counselor/administrator referral

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Informal reading test, Tennessee Self-Concept Scale, Writing sample.

b. Assessing achievement or progress
Everyday Skills Test, Career Maturity Inventory

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
On-going evaluation of student projects, informal tests.

b. At the conclusion of the program (summative assessment) Third party evaluation on individual student progress as well as program effectiveness.

8. Purposes of formative/summative assessments.

a. Formative assessment information Teacher coordinators utilize data to facilitate individualized instruction.

b. Summative assessment information Program director utilizes data to improve overall quality of program offering.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
___ Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
f/s Administrator
s Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.				60			72		
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL				60			72		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 100,000 State 50,000 Local ________

12. Length of program operation.

___ Less than one sch. yr.
x Two sch. yrs.
___ three sch. yrs.
___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 8 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
___ Others, ________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 5 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program.
Yes No
n/a

27. Teacher aide(s) employed in the program. Yes No

Tutors are recruited.

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

___ Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
x Other, Clubs will be made available to students during the ensuing year.

32. If there was something in your program that you could change, it would be:

Expansion to include more students.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Wisconsin

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program WOW - World of Work
Contact Person William Ratzburg, LVEC
Street Address CESA 9, 1927 Main Street
City/State/Zip Code Greenbay, WI 53401
Telephone (414) 497-2755
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

- ___ achievement test scores
- ___ aptitude test scores
- x school attendance record
- ___ family income
- x family status
- x other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

- ___ annual family income (below $___)
- ___ unemployed parent
- ___ family on welfare assistance
- x others, Selection placement profile & a personal interview

b. academic disadvantaged

- x below grade level in math (___yrs.)
- x below grade level in reading (___yrs.)
- ___ below minimum grade average (___yrs.)
- ___ teacher referral
- x others, Selection placement profile & a personal interview.

3. How identification information is used in program:

- x Determining needed support services
- x Modifying/adjusting curriculum
- x Planning specific instructional experiences
- x Others, Advisory Committee, home visits, faculty.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

- ___ Guidance counselor
- ___ Home school counselor
- ___ Administrators
- ___ Occupational teachers
- ___ Remedial/support teachers
- x Others, Teacher/coordinator

5. Specific support services available to disadvantaged learners.

- x Remedial reading
- x Voc. guidance
- x Personal guidance
- x In class tutor assist.
- ___ Teacher aides
- ___ Interpreters/bilinguists
- ___ Work evaluation
- ___ Diagnostic testing
- x Family counseling
- ___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

Transcript

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Teacher and employer assessments

b. At the conclusion of the program (summative assessment)

Semi-annual summary

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teacher/coordinator: used to program, and assign grades.

b. Summative assessment information

School board administration, State Dept. of Ed. for program eval.

9. Personnel responsible for the assessment of student progress or achievement.

- s Guidance counselor
- s/f Teacher(s) of program
- s/f Occupational teacher
- f Remedial/support teacher
- s Administrator
- s Others, School board, Advisory committee Vocational coordinator.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.				20			22		
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL				20			22		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 10,000 State 11,400 Local ______

12. Length of program operation.

___ Less than one sch. yr.
x Two sch. yrs.
___ three sch. yrs.
___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___ Students
___ Others, ______

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1 .

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No Guidance association.

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
___ Other, ______

32. If there was something in your program that you could change, it would be:

NATIONAL EXEMPLARY SELF-CONTAINED PROGRAMS

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Arkansas

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Brick Masonry
Contact Person Edward Patillo
Street Address Arkansas School for Boys
City/State/Zip Code Wrightsville, Arkansas 72183
Telephone (501) 897-4550
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
x other information, Student files used sparingly.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)$5,000
x unemployed parent
x family on welfare assistance
x others, Institutionalized.

b. academic disadvantaged

x below grade level in math (2.5 yrs.)
x below grade level in reading (2.6 yrs.)
x below minimum grade average (2.5 yrs.)
x teacher referral
x others, Juvenile diagnostic center.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Practical skills and hands on experience.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Practical experience

b. At the conclusion of the program (summative assessment)

Job placement

8. Purposes of formative/summative assessments.

a. Formative assessment information

Remain on job for one year.

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

x Guidance counselor
x Teacher(s) of program
x Occupational teacher
___ Remedial/support teacher
x Administrator
x Others, Home counselor.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	40	___	___	50	___	___	60	___	___
b. Econ. disad.	15	___	___	35	___	___	40	___	___
c. Cult. disad.	25	___	___	15	___	___	20	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	80	___	___	90	___	___	120	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 50% State 50% Local ___

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___ Students
x Others, ___

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 3.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

x VICA
___ HERO
___ DECA
___ FHA
___ Other, ___

32. If there was something in your program that you could change, it would be:

Increase the number of vocational offerings.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE California

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Consolidated Serv. Demon. Proj. (CAREX)
Contact Person Dr. John Griffin Director Special Proj.
Street Address Salinas Union H.S. Dist. 431 W.
City/State/Zip Code Salinas, CA 93901
Telephone (408) 422-4703
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
___ school attendance record
___ family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
___ below minimum grade average (___yrs.)
___ teacher referral
x others, linguistic proficiency

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Parent advisory committee

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
x Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Parent advisory committees Individualized curriculum.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

CTBS - Level 4 SDOAI for LES/NES

b. Assessing achievement or progress

Same

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Student progress in class based on student profile data.

b. At the conclusion of the program (summative assessment)

Achievement tests and student progress.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Classroom teachers...student placement.

b. Summative assessment information

Teachers, board, administrators, parents, planning.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
f/s Others, Evaluator

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	342	___	___	413	___	___	629	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	342	___	___	413	___	___	629	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State________ Local________
$30,000 VEA - $196,000 ESEA Title I

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
x three sch. yrs.
___more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 10+ during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
___Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 0.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
x FHA
___Other,__________

32. If there was something in your program that you could change, it would be:

More time for staff involvement.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Colorado

Co-op Program/[✓ Self-Contained Program]/Mainstream Program

Name of Program Adams County Area Voc. Program
Contact Person Kay Pickett
Street Address 1200 E. 78th Avenue
City/State/Zip Code Denver, CO 80229
Telephone (303) 289-5931
Program Level ___ Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
___ school attendance record
x family income
___ family status
x other information, Lack of diploma

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
x others, Lack of diploma.

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
x others, Lack of diploma.

3. How identification information is used in program:

___ Determining needed support services
___ Modifying/adjusting curriculum
___ Planning specific instructional experiences
x Others, To qualify purposes to receive services.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
___ Occupational teachers
___ Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
x Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, GED prep. English as a 2nd lang. teacher.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Comp. based training plans with individual program reviews

b. At the conclusion of the program (summative assessment)

Certificate of completion

8. Purposes of formative/summative assessments.

a. Formative assessment information

To give students feedback on progress and to identify employment barriers.

b. Summative assessment information

Used to give information to employers

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76 S.	1975-76 P.-S.	1975-76 A.	1976-77 S.	1976-77 P.-S.	1976-77 A.	1977-78 S.	1977-78 P.-S.	1977-78 A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	___	___	___	___	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 100% State ________ Local ________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
x three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
____Students
____Others, ________

18. Students mainstreamed into other vocational programs. Yes No
n/a

19. Students enroll in program without conflicts with other required courses. Yes No n/a

20. The opportunity for a co-op experience exists for disadvantaged students. Yes No n/a

Part III. STAFFING

21. The number of program instructors is 20. (all part-time)

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year at 30 day, 90 day, 6 month and one year intervals.
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other, n/a

32. If there was something in your program that you could change, it would be:

Upgrade pay for teachers and pay teachers for planning and other necessary functions.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Delaware

Co-op Program/[✓ Self-Contained] Program/Mainstream Program

Name of Program Work-Study Prog. for Spec. Needs Stds.
Contact Person Richard Reiter
Street Address Cape Henlopen High School
City/State/Zip Code Kings Highway, Lewes, DE 19958
Telephone (302) 645-7711
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
___ school attendance record
x family income
x family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (4 yrs.)
x below grade level in reading (4 yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
___ others, ___

3. How identification information is used in program:

___ Determining needed support services
x Modifying/adjusting curriculum
___ Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Work study coordinator

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
___ Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Work Evaluation

b. At the conclusion of the program (summative assessment)

Work experience - earnings, attitudes, etc.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teachers, work supervision

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
x Teacher(s) of program
x Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	35	___	___	35	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	50	___	___	50	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	85	___	___	85	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 10,000 State________ Local________

12. Length of program operation.

x Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 1 during the year.

17. The following are represented on the advisory committee:

____Parents
x Administrators
x Special needs personnel
____Teachers
x Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 2 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. Yes [✓ No]

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. Yes No n/a

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years
n/a

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

Provide transportation to and from jobs.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Florida

Co-op Program/[✓ Self-Contained] Program/Mainstream Program

Name of Program Beggs Pre-vocational Center
Contact Person Mr. Wayman Wynn
Street Address 600 N. Strong Street
City/State/Zip Code Pensacola, FL 32501
Telephone none given
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $4500)
x unemployed parent
x family on welfare assistance
x others, ___

b. academic disadvantaged

x below grade level in math (2-3 yrs.)
x below grade level in reading (2-5 yrs.)
x below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, IMTS Diagnostic/Perscriptive Progress for Basic Skills.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Gordon's Occupational Check List

b. Assessing achievement or progress

Test of Adult Basic Ed., Calif. Test Bureau

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Learning Module pre/post-testing of modules.

b. At the conclusion of the program (summative assessment)

Posttest, Adult Basic Education, Voc. evaluative check list, 3 attendance records.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Achievement & Tutoring

b. Summative assessment information

Test of adult basic ed. determine grade gains, Vocational skill programs.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f Teacher(s) of program
s Occupational teacher
f Remedial/support teacher
___ Administrator
s Others, Diagnostician

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	450	—	—	425	—	—	420	—	—
b. Econ. disad.	—	—	—	—	—	—	—	—	—
c. Cult. disad.	395	—	—	375	—	—	338	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	845	—	—	800	—	—	758	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State__________ Local__________

12. Length of program operation. 20,000

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
_x_ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

_x_ Parents
____Administrators
____Special needs personnel
_x_ Teachers
_x_ Rep. from bus. within the community
____Students
_x_ Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 47 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_ Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
_x_ DECA
____FHA
_x_ Other, Health Occup. Students of America

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Idaho

Co-op Program/[✓ Self-Contained Program]/Mainstream Program

Name of Program Pre-Voc. Ed. for Disad. Students.
Contact Person R. LaMont Royter, Coordinator
Street Address Cottonwood Center - 911 Mountain Cove
City/State/Zip Code Boise, Idaho 83702
Telephone (208) 345-1692
Program Level x Sec. ____ Postsec. ____ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   x achievement test scores
   ____ aptitude test scores
   x school attendance record
   ____ family income
   ____ family status
   x other information, ____

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   ____ annual family income (below $____)
   ____ unemployed parent
   ____ family on welfare assistance
   ____ others, ____

   b. academic disadvantaged

   x below grade level in math (2 yrs.)
   x below grade level in reading (2 yrs.)
   ____ below minimum grade average (____ yrs.)
   x teacher referral
   x others, Failing in 2 or more subjects.

3. How identification information is used in program:

   x Determining needed support services
   x Modifying/adjusting curriculum
   x Planning specific instructional experiences
   x Others, Entry into pre voc. program.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   x Guidance counselor
   x Home school counselor
   x Administrators
   x Occupational teachers
   x Remedial/support teachers
   x Others, ~~Resource off~~.;
   School nurse; school psy.
   Reading Specialist.

5. Specific support services available to disadvantaged learners.

   x Remedial reading
   x Voc. guidance
   x Personal guidance
   x In class tutor assist.
   x Teacher aides
   ____ Interpreters/bilinguists
   ____ Work evaluation
   x Diagnostic testing
   x Family counseling
   ____ Others, ____

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners
   Stanford Diagnostic Reading Test, Stanford Achievement Test.

   b. Assessing achievement or progress
   Woodcock Reading Test.

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment)
   Competency Task Analysis Sheet, Diagnostic Teaching

   b. At the conclusion of the program (summative assessment)
   Competency Task Summary, Achievement Tests Grade Point Average.

8. Purposes of formative/summative assessments.

   a. Formative assessment information
   To classroom teacher for continual program planning.

   b. Summative assessment information
   High school counselor, Career Ed. Advocate, Parents.

9. Personnel responsible for the assessment of student progress or achievement.

   s Guidance counselor
   s/f Teacher(s) of program
   ____ Occupational teacher
   s/f Remedial/support teacher
   ____ Administrator
   ____ Others, ____

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	26	—	—	23	—	—	36	—	—
b. Econ. disad.	30	—	—	40	—	—	42	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	56	—	—	63	—	—	78	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 55,000 Local 80,000

12. Length of program operation.

____Less than one sch. yr. ____three sch. yrs.
____Two sch. yrs. x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets n/a during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 4 .

22. State certification/endorsement requirement for teaching disadvantaged learners [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. Yes No

29. Follow-up studies are conducted of the student's employment history. Yes No
n/a

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

Currently working with Career Ed. advocate in transitional program.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Indiana

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program P.V.E. Program
Contact Person Mr. Delbert E. Lewis Voc. Director
Street Address John H. Hinds AVTS, R.R.4, 19th St.
City/State/Zip Code Elwood, IN 46036
Telephone ___
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Teacher referral

Previous school records

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

___ below grade level in math (___yrs.)
___ below grade level in reading (___yrs.)
___ below minimum grade average (___yrs.)
x teacher referral
x others, School achievement records

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
___ Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

None

b. Assessing achievement or progress

Stanford Achievement Test

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment) Subjective performance of the student along with the students ability to maintain a satisfactory employment record with a part-time co-op job.

b. At the conclusion of the program (summative assessment)

Students ability to remain on full employment and be self-supporting.

8. Purposes of formative/summative assessments.

a. Formative assessment information Teacher-coordinator, information is used to direct students continued success.

b. Summative assessment information

Teacher-coordinator & school counselor, it is used to plan & revise curr.

9. Personnel responsible for the assessment of student progress or achievement.

s Guidance counselor
f Teacher(s) of program
f Occupational teacher
s Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	23	___	___	21	___	___	19	___	___
b. Econ. disad.	12	___	___	14	___	___	16	___	___
c. Cult. disad.	4	___	___	7	___	___	5	___	___
d. Others	1	___	___	1	___	___	2	___	___
TOTAL	40	___	___	43	___	___	42	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 3,000 State 3,000 Local 7,500

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
____Special needs personnel
____Teachers
x Rep. from bus. within the community
____Students
____Others,________

18. Students mainstreamed into other vocational programs [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 2.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years
x informal

31. Students are members and participate in the following related activities.

x VICA
____HERO
____DECA
____FHA
____Other,________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Kentucky

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Developmental Occupational Prog. Level 1.
Contact Person Ernestine Scott
Street Address Perryville Road
City/State/Zip Code Danville, Kentucky 40422
Telephone (606) 236-5047
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
x family income
x family status
___ other information, ______

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
___ others, ______

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
___ others, ______

3. How identification information is used in program:

___ Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ______

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ______

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ______

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Interviews - teachers & counselors

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f Teacher(s) of program
s Occupational teacher
f Remedial/support teacher
s Administrator
___ Others, ______

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	35	___	___	35	___	___	35	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	35	___	___	35	___	___	35	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 50% State 50% Local ___

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

___Parents
x Administrators
___Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
___Others, ___

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
x FHA
___Other, ___

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Louisiana

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Pre-Voc Educ. Needs of Dis. & Delq. Youth.
Contact Person Dale Owens
Street Address P.O. Box 12, Loyola University
City/State/Zip Code New Orleans, Louisiana 70118
Telephone (504) 865-3436
Program Level ___ Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
____ school attendance record
x family income
x family status
x other information, Status offenders, first offdrs.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $____) $5,000
____ unemployed parent
x family on welfare assistance
____ others, ____________________

b. academic disadvantaged

x below grade level in math (3 yrs.)
x below grade level in reading (3 yrs.)
x below minimum grade average (3 yrs.)
____ teacher referral
____ others, ____________________

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
____ Others, ____________________

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

____ Guidance counselor
____ Home school counselor
____ Administrators
____ Occupational teachers
____ Remedial/support teachers
____ Others, ____________________

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
____ In class tutor assist.
____ Teacher aides
____ Interpreters/bilinguists
____ Work evaluation
____ Diagnostic testing
x Family counseling
____ Others, ____________________

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

California Achievement

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Provide learning correctives

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

s Guidance counselor
f Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
s Administrator
____ Others, ____________________

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.	100			85			25		
c. Cult. disad.									
d. Others									
TOTAL	100			85			25		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 20,000 Local_________

12. Length of program operation.

____Less than one sch. yr. x three sch. yrs.
____Two sch. yrs. ____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is_____.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

____Each year
x Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Maryland

Co-op Program/[✓ Self-Contained Program]/Mainstream Program

Name of Program STEP Program
Contact Person Mr. Robert Fitzgerald
Street Address P.O. Box 189 - J.M. Tawes Voc. Center
City/State/Zip Code Westover, Maryland 21871
Telephone (301) 651-2285
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Institutionalized

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
x below minimum grade average (___yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Special Needs Coordinator

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Vocational evaluation

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

General Aptitude Test Battery (GATB)

b. Assessing achievement or progress

Maryland Functional Reading Test.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Instructor evaluation

b. At the conclusion of the program (summative assessment)

Instructor evaluation

8. Purposes of formative/summative assessments.

a. Formative assessment information

Special needs coordinator uses to plan program.

b. Summative assessment information Special needs coordinator uses to plan program modifications for following year.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
___ Remedial/support teacher
___ Administrator
f/s Others, Home-school teachers.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.				106			117		
c. Cult. disad.									
d. Others				22			33		
TOTAL				128			150		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State__________ Local__________

12. Length of program operation.

____Less than one sch. yr.
_x_Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 4 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program.
Yes No n/a

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_ Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
_x_Other, FFA

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Massachusetts

Co-op Program/[✓ Self-Contained] Program/Mainstream Program

Name of Program Bilingual Secretary/Distrib. Ed.
Contact Person Sister Carol Putnam
Street Address 405 Shawmut Avenue
City/State/Zip Code Boston, MA 02119
Telephone (617) 536-7646
Program Level ___ Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
___ other information, ____________

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
x others, School level completed.

b. academic disadvantaged

x below grade level in math (8 yrs.)
x below grade level in reading (8 yrs.)
x below minimum grade average (8 yrs.)
x teacher referral
x others, Need to learn E.S.L., need to read and write in English Language.

3. How identification information is used in program:

___ Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ____________

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
___ Remedial/support teachers
x Others, prepare own tests.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
x Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ____________

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Written evaluation by teachers.

b. At the conclusion of the program (summative assessment)

Written evaluation by job development teachers

8. Purposes of formative/summative assessments.

a. Formative assessment information

Student and teacher together.

b. Summative assessment information

Job developer, teachers, students together

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
___ Remedial/support teacher
s Administrator
s Others, Job developer

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	150	—	—	200	—	—	300
b. Econ. disad.	—	—		—	—		—	—	
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	150	—	—	200	—	—	300

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 137000.00 Local_________

12. Length of program operation.

____Less than one sch. yr.
__x__Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 12 .

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Minnesota

Co-op Program/[✓ Self-Contained] Program/Mainstream Program

Name of Program Vermillion Self-Help Housing Program
Contact Person Bill Myers
Street Address Duluth AVTI - 2101 Trinity Road
City/State/Zip Code Duluth, MN 55811
Telephone (218) 722-2801
Program Level — Sec. — Postsec. x— Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___achievement test scores
___aptitude test scores
x school attendance record
x family income
x family status
x other information, Unemployment figures

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $___)
x unemployed parent
___family on welfare assistance
___others, ______

b. academic disadvantaged

___below grade level in math (___yrs.)
___below grade level in reading (___yrs.)
___below minimum grade average (___yrs.)
___teacher referral
x others, Only one H.S. grad. in 38 years at this reservation.

3. How identification information is used in program:

___Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___Others, ______

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___Guidance counselor
___Home school counselor
___Administrators
___Occupational teachers
___Remedial/support teachers
x Others, Operated on an American Indian Res.

5. Specific support services available to disadvantaged learners.

___Remedial reading
___Voc. guidance
___Personal guidance
x In class tutor assist.
___Teacher aides
___Interpreters/bilinguists
___Work evaluation
___Diagnostic testing
___Family counseling
___Others, ______

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

n/a

b. Assessing achievement or progress

n/a

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Instructor rated student completion progress

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___Guidance counselor
x Teacher(s) of program
___Occupational teacher
___Remedial/support teacher
x Administrator
___Others, ______

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	—	—	—	—	—	—	—
b. Econ. disad.	—	—	14	—	—	18	—	—	11
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	14	—	—	18	—	—	11

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 36,000 State________ Local________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
_x_ three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. Yes [✓ No]

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _4_ during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
_x_ Rep. from bus. within the community
____Students
____Others,________

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is _1_.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. Yes No

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. Yes No

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Missouri

Co-op Program/[✓ Self-Contained] Program/Mainstream Program

Name of Program Automotive and Building Services
Contact Person Mr. Bill Fulbright, Director
Street Address Waynesville AVTS
City/State/Zip Code Waynesville, Missouri 65583
Telephone (314) 774-6121
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   - x achievement test scores
   - x aptitude test scores
   - x school attendance record
   - x family income
   - x family status
   - ___ other information, ______

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   - x annual family income (below $___) Eligible for free lunch.
   - ___ unemployed parent
   - x family on welfare assistance
   - ___ others, ______

   b. academic disadvantaged

   - x below grade level in math (___yrs.)
   - x below grade level in reading (___yrs.)
   - x below minimum grade average (___yrs.)
   - x teacher referral
   - ___ others, ______

3. How identification information is used in program:

   - x Determining needed support services
   - x Modifying/adjusting curriculum
   - x Planning specific instructional experiences
   - ___ Others, ______

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   - x Guidance counselor
   - x Home school counselor
   - x Administrators
   - x Occupational teachers
   - x Remedial/support teachers
   - ___ Others, ______

5. Specific support services available to disadvantaged learners.

   - x Remedial reading
   - x Voc. guidance
   - ___ Personal guidance
   - ___ In class tutor assist.
   - ___ Teacher aides
   - ___ Interpreters/bilinguists
   - x Work evaluation
   - x Diagnostic testing
   - ___ Family counseling
   - ___ Others, ______

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners

   D.A.T., G.A.T.B., KVDERDD, C.T.M.M., MECH. Comp.

   b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment)

   Progress charts - Individual instruction.

   b. At the conclusion of the program (summative assessment)

   Percentage of placement

8. Purposes of formative/summative assessments.

   a. Formative assessment information

   School administration, State Dept. of Ed.

   b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

   - f Guidance counselor
   - s Teacher(s) of program
   - s Occupational teacher
   - f/s Remedial/support teacher
   - x Administrator
   - ___ Others, ______

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	80	8	7	75	6	2	85	9	6
b. Econ. disad.	120	6	5	110	4	3	130	7	4
c. Cult. disad.	20	5	4	22	4	1	30	4	4
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	220	19	16	197	14	6	245	20	14

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $6500 State____ Local____

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives ~~for program~~ based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _1_ during the year.

17. The following are represented on the advisory committee:

____Parents
_x_Administrators
____Special needs personnel
____Teachers
_x_Rep. from bus. within the community
____Students
____Others,____

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity ~~for~~ a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _1_.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. ~~The~~ counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

_x_VICA
____HERO
____DECA
____FHA
____Other,____

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE New York

Co-op Program/[✓ Self-Contained Program]/Mainstream Program

Name of Program BEST
Contact Person Al Clark, Director
Street Address R.D. #1
City/State/Zip Code Bath, NY 14810
Telephone (607) 776-7631
Program Level ___ Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

- ___ achievement test scores
- ___ aptitude test scores
- ___ school attendance record
- x family income
- ___ family status
- x other information, CETA elegibility under Title I.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

- x annual family income (below $____)
- ___ unemployed parent
- x family on welfare assistance
- x others, Having skills and desiring to be trained in Building Trades.

b. academic disadvantaged

- ___ below grade level in math (___yrs.)
- ___ below grade level in reading (___yrs.)
- ___ below minimum grade average (___yrs.)
- ___ teacher referral
- ___ others, ___

3. How identification information is used in program:

- x Determining needed support services
- ___ Modifying/adjusting curriculum
- x Planning specific instructional experiences
- ___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

- ___ Guidance counselor
- ___ Home school counselor
- ___ Administrators
- ___ Occupational teachers
- ___ Remedial/support teachers
- x Others, Local office of State Labor Dept., Counseling services of County Manpower Admin.

5. Specific support services available to disadvantaged learners.

- x Remedial reading
- ___ Voc. guidance
- x Personal guidance
- ___ In class tutor assist.
- ___ Teacher aides
- ___ Interpreters/bilinguists
- x Work evaluation
- ___ Diagnostic testing
- ___ Family counseling
- ___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Teachers assessment on job.

b. At the conclusion of the program (summative assessment)

Teacher assessment of job readiness

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

- ___ Guidance counselor
- ___ Teacher(s) of program
- ___ Occupational teacher
- ___ Remedial/support teacher
- x Administrator
- x Others, Guidance, Manpower Office.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	___	___	20	___	___	31	___	___	40
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	20	___	___	31	___	___	40

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State__________ Local__________

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program [✓ Yes] No

16. Advisory committee meets _4_ during the year.

17. The following are represented on the advisory committee:

___Parents
___Administrators
___Special needs personnel
___Teachers
_x_Rep. from bus. within the community
___Students
___Others,__________

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _2_.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes No
n/a

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
___Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Ohio

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Vocational Prog. for Potential Droupout Youth
Contact Person William Sims
Street Address Cleveland City Sch. Quincy-Woodhill Bld.
City/State/Zip Code 100600 Quincy Av. Clvd. OH Room 401 44106
Telephone (216) 229-5310
Program Level X Sec. — Postsec. — Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   x achievement test scores
   x aptitude test scores
   x school attendance record
   x family income
   x family status
   x other information, Students grades

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   x annual family income (below $___)
   x unemployed parent
   x family on welfare assistance
   x others, ADC, Social Security or ward of county

   b. academic disadvantaged

   x below grade level in math (4 yrs.)
   x below grade level in reading (4 yrs.)
   x below minimum grade average (1.0 yrs.)
   x teacher referral
   x others, Administrative or Court referral.

3. How identification information is used in program:

   x Determining needed support services
   X Modifying/adjusting curriculum
   X Planning specific instructional experiences
   x Others, Tutoring prog. reading lab, home visit, ind. and group counseling.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   x Guidance counselor
   X Home school counselor
   X Administrators
   x Occupational teachers
   x Remedial/support teachers
   x Others, Courts and persons from special programs.

5. Specific support services available to disadvantaged learners.

   x Remedial reading
   x Voc. guidance
   x Personal guidance
   x In class tutor assist.
   x Teacher aides
   ___ Interpreters/bilinguists
   ___ Work evaluation
   x Diagnostic testing
   x Family counseling
   ___ Others,

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners

   Cognitive Ability Test, Kuhlman Anderson

   b. Assessing achievement or progress

   Minnesota Inventory

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment) Pretest in English, math, science and related subjects, pretest in attitudes.

   b. At the conclusion of the program (summative assessment) Posttest in English, math, science, and related subjects. Posttest in attitudes

8. Purposes of formative/summative assessments.

   a. Formative assessment information

   Advisory committee, setting up curriculum

   b. Summative assessment information

   Whether goals are achieved

9. Personnel responsible for the assessment of student progress or achievement.

   f Guidance counselor
   f Teacher(s) of program
   f Occupational teacher
   f Remedial/support teacher
   f Administrator
   s Others,

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	—	—	—	—	—	—	—
b. Econ. disad.	80	—	—	80	—	—	80	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	80	—	—	80	—	—	80	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 74,382 Local 13,126

12. Length of program operation.

____Less than one sch. yr. ____three sch. yrs.
____Two sch. yrs. x more than three sch. yrs.

13. Statement of program philosophy exists [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
____Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
x Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 6 .

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
x Other,__________

32. If there was something in your program that you could change, it would be:

A larger building with better facilities that could hold more students.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Pennsylvania

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Construction Maintenance Trades
Contact Person Robert A. Nagle
Street Address 2300 Main Street
City/State/Zip Code Schnecksville, PA 18078
Telephone (215) 799-2300
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___) $5,000
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

No specific testing done.

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Teacher-made tests, student self-evaluation.

b. At the conclusion of the program (summative assessment)

Cumulative questionnaire and tests

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teachers, counselors, parents.

b. Summative assessment information

Same as above plus home school personnel.

9. Personnel responsible for the assessment of student progress or achievement.

f/s Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
f Remedial/support teacher
s Administrator
s Others, Home school

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.	43			45			50		
c. Cult. disad.									
d. Others									
TOTAL	43			45			50		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 44% State ___ Local 56%

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

___ Parents
___ Administrators
___ Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
___ Others, ___

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. Yes [✓ No]

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 7.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
x Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
x Other, Student council.

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Rhode Island

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Project I.O.U.
Contact Person Norm Eickner, Wlm. Davies Voc. Tec. Sch.
Street Address Jenckes Hill Road
City/State/Zip Code Lincoln, RI 02805
Telephone (401) 728-1500
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Guidance couns. referrals.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
x others, Recommendation form sending sch. personal interview with parent/student.

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
___ below minimum grade average (___yrs.)
x teacher referral
x others, Lack of interest.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
___ Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
___ Occupational teachers
___ Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, Individually paced material.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

GTAB, Gates McGinite, standardized tests from local schools.

b. Assessing achievement or progress

APL (Adult Ed.) High School Survey.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Criteria Testing

b. At the conclusion of the program (summative assessment)

Pre-posttesting.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Students, parents in grades, local students.

b. Summative assessment information

Evaluation reports for the grants, local schools.

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f Teacher(s) of program
f/s Occupational teacher
f Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	6	___	___
b. Econ. disad.	___	___	___	___	___	___	5	___	___
c. Cult. disad.	___	___	___	___	___	___	3	___	___
d. Others	___	___	___	___	___	___	5	___	___
TOTAL	___	___	___	___	___	___	19	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 40,000 State ____ Local ____

12. Length of program operation.

x Less than one sch. yr.
____ Two sch. yrs.
____ three sch. yrs.
____ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 12 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
____ Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
x Others, ~~Former~~ students.

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 2. academic, 8 vocational.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

____ Each year
____ Every other year
____ Every five years

31. Students are members and participate in the following related activities.

____ VICA
____ HERO
____ DECA
____ FHA
____ Other, ____

32. If there was something in your program that you could change, it would be:

Full time academic instructors with less rigorous enforcement of secondary certification.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE S. Dakota

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program South Dakota State Training School
Contact Person Mr. Fran Schoenfelder
Street Address Box 7
City/State/Zip Code Plankinton, SD 57368
Telephone (605) 942-6461
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
x family income
x family status
x other information, Social and court history.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (3 yrs.)
x below grade level in reading (3 yrs.)
x below minimum grade average (___ yrs.)
___ teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, All teaching and cottage staff.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Wide Range Achievement Test (WRAT)

b. Assessing achievement or progress

WRAT, SRA

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Mothly evaluations

b. At the conclusion of the program (summative assessment)

WRAT

8. Purposes of formative/summative assessments.

a. Formative assessment information

All involved staff and outside course workers.

b. Summative assessment information

Administrators & legislators

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
s Administrator
f Others, Court workers

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	—	—	—	—	—	—	—
b. Econ. disad.	165 —	—	—	164 —	—	—	108 —	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	165	—	—	164	—	—	108	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 150,000 State 850,000 Local ________

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
___Others, ________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 13.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes No 5 voc. inc. - yes - 8 acad. inst. - no.

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

___Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

x VICA
___HERO
___DECA
___FHA
___Other, ________

32. If there was something in your program that you could change, it would be:

More dollars.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Tennessee

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Van Gilder Occupational Training Ctr.
Contact Person Paul Bean
Street Address 221 Arthur St.
City/State/Zip Code Knoxville, TN 37917
Telephone (615) 525-8197
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   x achievement test scores
   x aptitude test scores
   x school attendance record
   x family income
   x family status
   x other information, Psy- Test & I.E.P., Student Profile Sheet

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   ___ annual family income (below $___)
   ___ unemployed parent
   ___ family on welfare assistance
   x others, not used as the sole determining must be disadvantaged in other areas.

   b. academic disadvantaged

   x below grade level in math (___yrs.)
   x below grade level in reading (___yrs.)
   ___ below minimum grade average (___yrs.)
   x teacher referral
   x others, non readers, voc. aptitude but acad. disadvantaged.

3. How identification information is used in program:

   x Determining needed support services
   x Modifying/adjusting curriculum
   x Planning specific instructional experiences
   ___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   x Guidance counselor
   ___ Home school counselor
   x Administrators
   x Occupational teachers
   x Remedial/support teachers
   ___ Others, ___

5. Specific support services available to disadvantaged learners.

   x Remedial reading
   x Voc. guidance
   x Personal guidance
   x In class tutor assist.
   x Teacher aides
   ___ Interpreters/bilinguists
   x Work evaluation
   x Diagnostic testing
   x Family counseling
   x Others, Voc. Rehab. Assistance

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners

   WRAT, WISC-R, WAIS, Metropoletan Achievement - Stanford Achv.

   b. Assessing achievement or progress

   WRAT

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment)

   Tests, teachers's individual observations.

   b. At the conclusion of the program (summative assessment)

   Same as above.

8. Purposes of formative/summative assessments.

   a. Formative assessment information

   Teachers

   b. Summative assessment information

   Placement coordinator, Rehabilitation counselor

9. Personnel responsible for the assessment of student progress or achievement.

   ___ Guidance counselor
   s/f Teacher(s) of program
   ~~s/f~~ Occupational teacher
   s/f Remedial/support teacher
   ___ Administrator
   ___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.	240			250			260		
c. Cult. disad.									
d. Others									
TOTAL	240			250			260		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 8+ during the year.

17. The following are represented on the advisory committee:

____Parents
x Administrators
x Special needs personnel
x Teachers
____Rep. from bus. within the community
____Students
x Others, Job placement specialties

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 23.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No all voc. teachers not acad. teachers.

24. Instructor(s) are members of related professional associations. Yes No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
x Other, Newly organized voc. clubs.

32. If there was something in your program that you could change, it would be:

A new building, constructed similar to an Area Vocational School

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Utah

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Project Cooperation
Contact Person Mac Lowe
Street Address 400 South 600 East
City/State/Zip Code Salt Lake City, Utah
Telephone 969-3411
Program Level x Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
x others, Court Referral

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
x others, Counselor or social worker referral
career referral.

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
___ Occupational teachers
___ Remedial/support teachers
x Others, Voc. counselors

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, tools, clothing, medical, child care.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

Gates McGinitie Reading Comprehension Test, WRAT, Math test.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Individualized student tracking by voc. counselors.

b. At the conclusion of the program (summative assessment)

Job readiness

8. Purposes of formative/summative assessments.

a. Formative assessment information

Counselors

b. Summative assessment information

Counselors and placement specialists.

9. Personnel responsible for the assessment of student progress or achievement.

f/s Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
f Remedial/support teacher
f Administrator
___ Others, ___

10. Estimated program enrollments.

		1975-76			1976-77			1977-78		
		S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a.	Acad. disad.	106	27	___	158	44	___	259	95	___
b.	Econ. disad.	87	20	___	112	30	___	221	79	___
c.	Cult. disad.	___	___	___	___	___	___	___	___	___
d.	Others	___	___	___	___	___	___	___	___	___
	TOTAL	193	47	___	270	74	___	480	174	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 597.700 State__________ Local__________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _12_ during the year.

17. The following are represented on the advisory committee:

____Parents
_x_Administrators
_x_Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
_x_Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _15_.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Vermont

Co-op Program/[✓ Self-Contained] Program/Mainstream Program

Name of Program Building Services Program
Contact Person Luther Tabor
Street Address Burlington, Vocational Center
City/State/Zip Code Burlington, VT
Telephone (802) 863-4521
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
___ family income
x family status
x other information, Admin. guid. teacher referrals.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
x below minimum grade average (___yrs.)
x teacher referral
x others, IEP

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
___ Personal guidance
___ In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Evaluation against predetermined objectives.

b. At the conclusion of the program (summative assessment)

Teacher testing, accumulation of objectives.

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
___ Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL									

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal______ State______ Local______

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets enough during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___ Students
___ Others, ______

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 4.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
___ Other, ______

32. If there was something in your program that you could change, it would be:

Higher level funding on a more productive basis.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Wisconsin

Co-op Program/~~Self-Contained~~ Program/Mainstream Program

Name of Program AVE - Alternative Voc. Education
Contact Person Al Block, LVEC
Street Address Franklin Public Schools, 780 S. N. Cape Rd.
City/State/Zip Code Franklin, WI 53132
Telephone (414) 425-2554
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Discipline referrals, achiv. records, misc. special serv. reports.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
x others, Placement committee considers all factors.

b. academic disadvantaged

x below grade level in math (___ yrs.)
x below grade level in reading (___ yrs.)
x below minimum grade average (___ yrs.)
x teacher referral
x others, Significantly behind peers in credits.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Helping mainstream teachers in a split program.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Social worker psy. Director of Special Servs. Student, Parent.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
x Family counseling
x Others, Psychological services

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners A variety of tests & services offered by special services dept. according to indv. needs.

b. Assessing achievement or progress
Teacher testing & observation/student self-evaluation

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Staff evaluation, student & teacher eval. standard test.

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information
Determine initial placement & progress within the program.

b. Summative assessment information
Determine options at exit: Graduation or job entry skills.

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
f/s Remedial/support teacher
f Administrator
f/s Others, Teacher aides

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	12	___	___	15	___	___	23	___	___
b. Econ. disad.	___	___	___	3	___	___	4	___	___
c. Cult. disad.	___	___	___	1	___	___	1	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	12	___	___	19	___	___	28	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 15,000 State ___ Local 15,000

12. Length of program operation.

___ Less than one sch. yr. x three sch. yrs.
___ Two sch. yrs. ___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___ Students
x Others, ___

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1.2 F.T.E. plus tutors as needed.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

___ VICA
___ HERO
___ DECA
___ FHA
x Other, Class cooperation.

32. If there was something in your program that you could change, it would be:

NATIONAL EXEMPLARY MAINSTREAM PROGRAMS

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Alabama

Co-op Program/Self-Contained Program/[✓ Mainstream Program]

Name of Program Lawrence County
Contact Person William B. Hagood
Street Address 602 S. Market Street
City/State/Zip Code Moulton, AL 35650
Telephone (205) 974-1121
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $7500)
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (1 yrs.)
x below grade level in reading (1 yrs.)
x below minimum grade average (1 yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, Remedial Math Work Study

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
CTBI McGraw Hill ABE Test Location Test

b. Assessing achievement or progress
Same as above

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Prescribed test after each module

b. At the conclusion of the program (summative assessment)
Student progress will be charted after posttest.

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
f/s Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	200	___	___	322	___	___
b. Econ. disad.	___	___	___	175	___	___	225	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	375	___	___	547	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $29,633 State ___ Local ___

12. Length of program operation.

x Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
___ more than three sch. yrs.

13. Statement of program philosophy exists. Yes [✓ No]

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

___ Parents
x Administrators
___ Special needs personnel
___ Teachers
x Rep. from bus. within the community
___ Students
x Others, ___

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 3 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. Yes [✓ No] But will this summer

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes No

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

x VICA
___ HERO
x DECA
x FHA
x Other, FFA, FBLA

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE California

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Los Angeles Unified School District.
Contact Person Dorothy Ray
Street Address 450 N. Grand Ave. P.O. Box 3307 Terminal Annex
City/State/Zip Code Los Angeles, Ca 90051
Telephone (213) 625-6000
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
___ school attendance record
___ family income
___ family status
x other information, Monthly data sheets submitted by vocational teachers.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
x family on welfare assistance
x others, ADC

b. academic disadvantaged

___ below grade level in math (___yrs.)
___ below grade level in reading (___yrs.)
x below minimum grade average (C- yrs.)
___ teacher referral
x others, Students enrolled in voc. ed. who receive C- or less in id. as acad. disad.

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
___ Planning specific instructional experiences
x Others, To provide ancillary services

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
___ Remedial/support teachers
x Others, career advisors, coun. aids and Voc. Ed. classroom teachers

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
x Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Comprehensive Test for basic skills

b. Assessing achievement or progress
Senior High assessment of reading proficiency/

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Teacher's rollbook

b. At the conclusion of the program (summative assessment)
Teacher's rollbooks and aides cumulative data reports.

8. Purposes of formative/summative assessments.

a. Formative assessment information
Program admin. for improvement and update.

b. Summative assessment information
External evaluators compile reports.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
I Teacher(s) of program
I Occupational teacher
___ Remedial/support teacher
s Administrator
x Others, "S" External Evaluators

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	1011			4850			3000		
b. Econ. disad.	1000			2750			2150		
c. Cult. disad.	900			1655			0		
d. Others									
TOTAL	2911			8755			5150		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $9000,000 State________ Local________

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
___ three sch. yrs.
x more than three sch. yrs (5yrs.)

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
x Others, Aides

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 1.
Students are mainstreamed.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes No unknown

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

x VICA
x HERO
x DECA
x FHA
x Other, ________

32. If there was something in your program that you could change, it would be:

To place program on district budget for continuity and permanent status; to avoid annual funding anticipation and changes in rules and regulations attached to federal monies.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Colorado

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Supplemental Services
Contact Person Ms. Terry Doucett
Street Address 6600 E. Arapahoe Road
City/State/Zip Code Boulder, Colorado 80302
Telephone (303) 447-1010
Program Level x Sec. x Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
___ school attendance record
___ family income
___ family status General educational background
x other information, performance in voc. program.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (___ yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Coord. supp. services

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
___ Family counseling
x Others, E.S.L./A.B.E. coordination with homeschool classes

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Locally developed content reading/math inventories

b. Assessing achievement or progress
Same as above

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Concept quizzes or class performance

b. At the conclusion of the program (summative assessment)
Posttest, class test, and/or shop performance

8. Purposes of formative/summative assessments.

a. Formative assessment information Shared by tutor coordinator and/or instructor for determining continuation of service termination
b. Summative assessment information or change in prescription.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
f/s Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	58	18	___	72	22	___	106	36	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	2	4	___	1	3	___	4	12	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	60	22	___	73	25	___	110	48	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $30,000 State ______ Local ______

12. Length of program operation.

___ Less than one sch. yr.
___ Two sch. yrs.
_x_ three sch. yrs.
___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _2_ during the year.

17. The following are represented on the advisory committee:

___ Parents
___ Administrators
_x_ Special needs personnel
_x_ Teachers
___ Rep. from bus. within the community
___ Students
___ Others, ______

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _28_.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. Yes No n/a

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_ Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

_x_ VICA
___ HERO
___ DECA
___ FHA
_x_ Other, FBLA & PBL

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Connecticut

Co-op Program/Self-Contained Program/[✓ Mainstream Program]

Name of Program Spec. Assist. Team for Disad. Voc Stu.
Contact Person Forest Parker, Norwalk Board of Ed.
Street Address Norwalk High School
City/State/Zip Code 105 Main St., Norwalk, CT
Telephone ___
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
x below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

___ Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
___ Remedial/support teachers
x Others, Voc. ed. teachers

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
___ Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
x Family counseling
x Others, Remedial math

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

Standard Achievement Test

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment) Conferences and reports of voc. teachers-students progress in class grades adjustment.

b. At the conclusion of the program (summative assessment)

Assessment of pretest and posttest results.

8. Purposes of formative/summative assessments.

a. Formative assessment information Program director modifies the program to meet the changing needs of students.

b. Summative assessment information

Mainly used for final reports and next years starting patterns.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
___ Remedial/support teacher
f/s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.				160			180		
b. Econ. disad.									
c. Cult. disad.				40			80		
d. Others									
TOTAL				200			260		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal ________ State 91,000 Local ________

12. Length of program operation.

___ Less than one sch. yr. ___ three sch. yrs.
x Two sch. yrs. ___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
___ Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
___ Others, ________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 8.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
x Every five years

31. Students are members and participate in the following related activities.

x VICA
___ HERO
x DECA
x FHA
x Other, FBLA

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Delaware

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Spec. Needs Voc. Program
Contact Person Mrs. Helen Stockebrand
Street Address Paul Hodgson, Vocational Tech. School
City/State/Zip Code 2575 Summit Bridge Road
Telephone Neward, Delaware 19702 (302) 834-0115
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
x other information, Health records

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Current level of performance; grade status economically geographical area.

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (2 yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Curr. planning, fed. proposal planning, eligibility for CETA.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Work-Study Coord. (CETA)

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Free lunches, CETA programs.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

WISC, Vocational Evaluation PPVT

b. Assessing achievement or progress

WRAT - PIAT

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

In class activities, teacher assessment stand. facts; Voc. prog objectives.

b. At the conclusion of the program (summative assessment)

Same as above

8. Purposes of formative/summative assessments.

a. Formative assessment information

Program personnel, parents

b. Summative assessment information

Program personnel, graduation, job placement.

9. Personnel responsible for the assessment of student progress or achievement.

f/s Guidance counselor
f Teacher(s) of program
f/s Occupational teacher
f/s Remedial/support teacher
f/s Administrator
f/s Others, Work Study Coord. Voc inst.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.				40			60		
c. Cult. disad.									
d. Others									
TOTAL				40			60		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State________ Local________

12. Length of program operation.

___ Less than one sch. yr.
x Two sch. yrs.
___ three sch. yrs.
___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
___ Rep. from bus. within the community
___ Students
___ Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 11.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

x VICA
___ HERO
___ DECA
___ FHA
___ Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Flordia

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program ___
Contact Person Mr. Wayne Saunders
Street Address Washington Holmes Voc. Center
City/State/Zip Code Chipley, Flordia 32428
Telephone ___
Program Level ___ Sec. x Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
___ school attendance record
___ family income
x family status
x other information CETA, School Fin. Aid, SSI, U.R. etc.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $4,000)
___ unemployed parent
x family on welfare assistance
x others, Students who drop out of school

b. academic disadvantaged

x below grade level in math (8 yrs.)
x below grade level in reading (8 yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
___ Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

California Test Adult Basic Ed., Pretest

b. Assessing achievement or progress

California Test of Adult Basic Ed., Posttest E,M,D, levels.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Modules test at end of instructional packages

b. At the conclusion of the program (summative assessment)

Posttest - CTABE, interviews

8. Purposes of formative/summative assessments.

a. Formative assessment information Guidance counselor, learning resources center coordinator and instructor

b. Summative assessment information

Instructor, State Department of Education

9. Personnel responsible for the assessment of student progress or achievement.

s Guidance counselor
s/f Teacher(s) of program
s/f Occupational teacher
s/f Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.		15	8	2	15	15	4	17	15
c. Cult. disad.		15	5	17	8			18	8
d. Others		48	17		55	15		59	20
TOTAL		78	30	2	87	38	4	94	43

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 43,126.00 State 5293.16 Local_________

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
x three sch. yrs.
___more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 1 during the year.

17. The following are represented on the advisory committee:

x Parents
___Administrators
x Special needs personnel
___Teachers
x Rep. from bus. within the community
x Students
___Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 4.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

x VICA
___HERO
x DECA
___FHA
x Other,__________

32. If there was something in your program that you could change, it would be:

It is a great program - all we want to do is expan, improve, grow and extend it to reach more of our potential population. The program success has been overwhelming and tremendously rewarding.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Georgia

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Central Gwinett H.S. (Cvae Prog)
Contact Person Ms. Beauty Baldwin, CVAE Coord.
Street Address ___
City/State/Zip Code Lawrenceville, GA 30245
Telephone (404) 963-8041
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
x other information, Counselor and vocational teacher recommendations

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, CETA verification of income

b. academic disadvantaged

x below grade level in math (2+ yrs.)
x below grade level in reading (2+ yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Advisory committee

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners Criteria reference test (State Test); California Test of Adult Basic Education

b. Assessing achievement or progress

Same as above; prescriptive reading & math

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Pretest during year, prescriptive reading and math

b. At the conclusion of the program (summative assessment)

Posttest TABE

8. Purposes of formative/summative assessments.

a. Formative assessment information Used to prescribe for each individual information is used by remedial teachers.

b. Summative assessment information Used to show how much progress has been made information goes to State Department of Education.

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
f/s Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	40-45	___	___	40-45	___	___	40-45	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	40-45	___	___	40-45	___	___	40-45	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal______ State______ Local $10,000

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

___Parents
x Administrators
___Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
x Others, Counselor and State Labor Department

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
x Other, VICA

32. If there was something in your program that you could change, it would be:

To cut down on paper work, allow more planning time.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Hawaii

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Pre-Industrial Preparation
Contact Person Dr. Lawrence Inaba, Dir. Occup. Dev. & Svc. Br.
Street Address 1270 Queen Emma Street
City/State/Zip Code Honolulu, Hawaii 96813
Telephone (808) 548-3053
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
___ school attendance record
___ family income
___ family status
x other information, Counselor & teacher recomms.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, n/a

b. academic disadvantaged

x below grade level in math (9 yrs.)
x below grade level in reading (9 yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
x others, Counselor referral

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, Correlated math, correlated science

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Stanford Achievement Test

b. Assessing achievement or progress

California Test of Basic Skills

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Teacher evaluation

b. At the conclusion of the program (summative assessment)

Pre post test (CTBS)

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teacher and counselors

b. Summative assessment information

Administrators, legislators, etc.

9. Personnel responsible for the assessment of student progress or achievement.

g Guidance counselor
f Teacher(s) of program
f Occupational teacher
f Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	1500	___	___	1900	___	___	2400	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	1500	___	___	1900	___	___	2400	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 30% State 70% Local ____

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets ____during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
___Others, ________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 4 - 12 per school

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No] 95 percent have.

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
x DECA
x FHA
x Other, FFA

32. If there was something in your program that you could change, it would be:

Changes can be made as needed.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Illinois

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Disadvantaged and Handicapped Project
Contact Person Carolyn Stutrud
Street Address Sauk Area Career Center, 138th & Crawford.
City/State/Zip Code Crestwook, IL P.O. Robbins 60472
Telephone (312) 371-1880
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Home school counselors

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
x others, Teacher, coun. parent or students.

b. academic disadvantaged

x below grade level in math (___yrs.)
x below grade level in reading (___yrs.)
x below minimum grade average (___yrs.)
x teacher referral
x others, Student may refer self.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Voc. evaluators and special needs teachers

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
x Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Individual programing.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Stanford Achievement Tests (home school)

b. Assessing achievement or progress
Competency Based Reporting Systems (Dev. by voc. teachers at SACC)

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Student progress form's Vocational evaluation forms

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information Home school counselor for placement in vocational program; individual plan cooperatively dev. by special needs teachers and vocational teachers.

b. Summative assessment information
Obtained in indiv. student's program available to home school counselors, teachers, and parents.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f s Teacher(s) of program
f s Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	100			250			300		
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL	100			250			300		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State $67,000 Local $47,000

12. Length of program operation.

____Less than one sch. yr. x three sch. yrs.
____Two sch. yrs. ____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

x Parents x Rep. from bus. within the community
____Administrators ____Students
x Special needs personnel ____Others,__________
____Teachers

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. Yes No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 19 .vocational and 3 special needs.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

x VICA ____FHA
____HERO ____Other,__________
____DECA

32. If there was something in your program that you could change, it would be:

Increase the number of special needs teachers to expand services to students.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Indiana

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Support Serv. Voc Ed. Prog. For Dis. Students
Contact Person Dr. James Broadbent, Voc. Dr.
Street Address Elkhart Community Schools, 2720 Calif.
City/State/Zip Code Elkhart, IN 46514
Telephone (219) 295-4788
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Juveniles, teen-age parent, behavior problems.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___) 5000.00
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
x below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
___ Remedial/support teachers
x Others, Probation Department Foster Homes

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Home school Teachers Counselors

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
General Aptitude Test Battery

b. Assessing achievement or progress
Teacher can do sheet, IPI or IEP

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Can do task sheets-entry level competencies

b. At the conclusion of the program (summative assessment)
Tasks students are actually able to perform and how efficiently.

8. Purposes of formative/summative assessments.

a. Formative assessment information
Student counseling dept. and prospecitve employer receives form & Summany.

b. Summative assessment information
Same as 7 & 9 above

9. Personnel responsible for the assessment of student progress or achievement.

f/s Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
___ Remedial/support teacher
___ Administrator
f/s Others, Teacher assistant

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	95	—	—	90	—	—	98	—	—
b. Econ. disad.	—	—	—	—	—	—	—	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	30	—	—	32	—	—	30	—	—
TOTAL	125	—	—	122	—	—	128	—	—

123

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $67,000 State ___ Local $67,000

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. Yes No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No] Not a specific advisory committee, however there is a general adv. council.

16. Advisory committee meets ___ during the year.

17. The following are represented on the advisory committee:

___Parents
___Administrators
___Special needs personnel
___Teachers
___Rep. from bus. within the community
___Students
___Others, ___

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes No

Part III. STAFFING

21. The number of program instructors is 35 .

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

___Each year
___Every other year
x Every five years

31. Students are members and participate in the following related activities.

x VICA
___HERO
x DECA
___FHA
___Other, ___

32. If there was something in your program that you could change, it would be:

More time for remedial communication and computational skill development.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Kentucky

Co-op Program/Self-Contained Program/[✓ Mainstream Program]

Name of Program Learning Center
Contact Person Martha Patton
Street Address Northern Kentucky AVTS, Amsterdam Rd.
City/State/Zip Code Covington, KT 41011
Telephone (606) 292-2711
Program Level ___ Sec. x Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
x other information, Last grade completed, age.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $5000
___ unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
___ below minimum grade average (___ yrs.) depends on skill training class
x teacher referral
x others, Needs GED, has poor reading or studey habits, needs help with higher math.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Private local, fed and state agency

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
___ Personal guidance
___ In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners California Test of Adult Basic Education, Level E, M, D. SRA Basic Skills Arithmetic Test, SRA Survival Skills in reading and math.

b. Assessing achievement or progress

Steck - Vaughn GEPI

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Performance testing, conferences

b. At the conclusion of the program (summative assessment)

Posttest

8. Purposes of formative/summative assessments.

a. Formative assessment information

Student, Instructors, Guidance counselors

b. Summative assessment information

Instructors, Guidance counselors

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f s Teacher(s) of program
f s Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	110	300	100	70	400	100	35	400	130
b. Econ. disad.	30	35	20	5	5	15	3	5	10
c. Cult. disad.	25	5	50	5	5	20	2	5	5
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	160	345	195	80	415	155	40	410	150

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 75% State 25% Local________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 12 during the year.

17. The following are represented on the advisory committee:

____Parents
x Administrators
____Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 3 1/2

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

Less paper work, more counseling services.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Maryland

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Support Service Team
Contact Person Dr. Sidney Geister
Street Address Balto. City Public Schools/Calvert & 23rd St.
City/State/Zip Code Baltimore, MD 21218
Telephone (301) 396-6693
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___achievement test scores
___aptitude test scores
x school attendance record
___family income
___family status
x other information, Referrals by teachers, admin. counselors, and self-referrals

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $___)
___unemployed parent
___family on welfare assistance
x others, Any problem that keeps a student from being successful in school.

b. academic disadvantaged

___below grade level in math (___yrs.)
___below grade level in reading (___yrs.)
___below minimum grade average (___yrs.)
___teacher referral
___others, ___

3. How identification information is used in program:

x Determining needed support services
___Modifying/adjusting curriculum
___Planning specific instructional experiences
___Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___Others, ___

5. Specific support services available to disadvantaged learners.

___Remedial reading
___Voc. guidance
x Personal guidance
x In class tutor assist.
___Teacher aides
___Interpreters/bilinguists
___Work evaluation
___Diagnostic testing
x Family counseling
x Others, Referral to other agencies.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___Guidance counselor
___Teacher(s) of program
___Occupational teacher
___Remedial/support teacher
___Administrator
___Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	476	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	424	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	___	___	___	900	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. Yes No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 5 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Michigan - See Co-op Program

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Special Needs Vocational Education
Contact Person Mr. Earl Shaffer
Street Address Ann Arbor Public Schools 800 Soule Blvd.
City/State/Zip Code Ann Arbor, MI 48013
Telephone ___
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___achievement test scores
___aptitude test scores
___school attendance record
___family income
___family status
___other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $___)
___unemployed parent
___family on welfare assistance
___others, ___

b. academic disadvantaged

___below grade level in math (___yrs.)
___below grade level in reading (___yrs.)
___below minimum grade average (___yrs.)
___teacher referral
___others, ___

3. How identification information is used in program:

___Determining needed support services
___Modifying/adjusting curriculum
___Planning specific instructional experiences
___Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___Guidance counselor
___Home school counselor
___Administrators
___Occupational teachers
___Remedial/support teachers
___Others, ___

5. Specific support services available to disadvantaged learners.

___Remedial reading
___Voc. guidance
___Personal guidance
___In class tutor assist.
___Teacher aides
___Interpreters/bilinguists
___Work evaluation
___Diagnostic testing
___Family counseling
___Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___Guidance counselor
___Teacher(s) of program
___Occupational teacher
___Remedial/support teacher
___Administrator
___Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.									
b. Econ. disad.									
c. Cult. disad.									
d. Others									
TOTAL									

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. Yes No

14. Objectives for program based on job opportunities in community. Yes No

15. An advisory committee offers assistance to operation and direction of program. Yes No

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
____Administrators
____Special needs personnel
____Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. Yes No

19. Students enroll in program without conflicts with other required courses. Yes No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes No

Part III. STAFFING

21. The number of program instructors is_____.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes No

23. All full time instructor(s) have business/industrial/trade experience. Yes No

24. Instructor(s) are members of related professional associations. Yes No

25. Instructor(s) participate in related preservice, inservice, workshops. Yes No

26. The counselor(s) play an active role in this program. Yes No

27. Teacher aide(s) employed in the program. Yes No

28. An organized plan exists for placement of students in employed positions. Yes No

29. Follow-up studies are conducted of the student's employment history. Yes No

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Minnesota

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Mainstreaming of Sp. Needs Using Supp.
Contact Person Chuck Wrobel Ser.
Street Address 916 AVTI - 3300 Century Av. North
City/State/Zip Code White Bear Lake, MN 55110
Telephone (612) 770-2351
Program Level ___ Sec. x Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
___ school attendance record
x family income
___ family status
___ other information, ______

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
___ others, ______

b. academic disadvantaged

x below grade level in math (1 yrs.)
x below grade level in reading (1 yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
x others, BAVTE -federal guideline 1972

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ______

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
x Home school counselor
___ Administrators
___ Occupational teachers
x Remedial/support teachers
x Others, Work evaluators work experience coordinator

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
___ Personal guidance
x In class tutor assist.
___ Teacher aides
x Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
___ Others, ______

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

GATES "E" reading comprehension, Wide Range Achiv. Test - Math

b. Assessing achievement or progress

None

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Written & Performance Tests after ind. modules

b. At the conclusion of the program (summative assessment) Written and performance test upon completion of indv. modules. Evaluation is then used to predict areas of need.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Student

b. Summative assessment information Referring agent, student, school counselor, vocational program instructor.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
f Remedial/support teacher
___ Administrator
f/s Others, work evaluators

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	250	250	___	286	286	___	300	300	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	250	250	___	286	286	___	300	300	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 202,000 Local 16,000

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
x Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes No

Part III. STAFFING

21. The number of program instructors is 110.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
x Every five years

31. Students are members and participate in the following related activities.

x VICA
___HERO
x DECA
___FHA
___Other,__________

32. If there was something in your program that you could change, it would be:

Give credit to vocational instructors for taking try-out students into their programs for one or two weeks. This is being done, but instructors are not receiving credit for these try-out students.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Missouri

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Vocational Learning Skills Center
Contact Person Mr. Ralph Beacham, Director
Street Address Cass County AVTS 1600 East Elm
City/State/Zip Code Harrisonville, MS 64701
Telephone (816) 884-3253
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
___ school attendance record
___ family income
___ family status
___ other information, ______

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ______

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
___ below minimum grade average (___yrs.)
x teacher referral
___ others, ______

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ______

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ______

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Placement

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Nelson-Denny Reading Test - SRA Computation Test

b. Assessing achievement or progress

Posttest of above

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Individual records and observations

b. At the conclusion of the program (summative assessment)

Posttest

8. Purposes of formative/summative assessments.

a. Formative assessment information

To revise student's individual programs

b. Summative assessment information

To local district and St. Dept. of Ed. to justify program

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others, ______

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	27	—	—	70	—	—	80	—	—
b. Econ. disad.	—	—	—	—	—	—	—	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	27	—	—	70	—	—	80	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $9253 State ________ Local $5781

12. Length of program operation.

____ Less than one sch. yr.
____ Two sch. yrs.
x___ three sch. yrs.
____ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3-5 during the year.

17. The following are represented on the advisory committee:

____ Parents
x___ Administrators
____ Special needs personnel
x___ Teachers
____ Rep. from bus. within the community
____ Students
____ Others, ________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

____ Each year
____ Every other year
x___ Every five years

31. Students are members and participate in the following related activities.

x___ VICA
____ HERO
x___ DECA
____ FHA
x___ Other, FBLA

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Nebraska

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Project COPE
Contact Person Keith Po-lard
Street Address Papillion Public Schools - 420 S. Wash.
City/State/Zip Code Papillion, NB 68046
Telephone (402) 339-0450
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   ___ achievement test scores
   ___ aptitude test scores
   x school attendance record
   ___ family income
   ___ family status
   x other information, Teacher referrals & past performance

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   ___ annual family income (below $___)
   ___ unemployed parent
   x family on welfare assistance
   ___ others, ___

   b. academic disadvantaged

   ___ below grade level in math (___ yrs.)
   ___ below grade level in reading (___ yrs.)
   ___ below minimum grade average (___ yrs.)
   x teacher referral
   x others, Past failures in classes

3. How identification information is used in program:

   x Determining needed support services
   x Modifying/adjusting curriculum
   x Planning specific instructional experiences
   ___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   x Guidance counselor
   ___ Home school counselor
   x Administrators
   x Occupational teachers
   x Remedial/support teachers
   x Others, Special Needs Staff

5. Specific support services available to disadvantaged learners.

   x Remedial reading
   x Voc. guidance
   x Personal guidance
   ___ In class tutor assist.
   ___ Teacher aides
   ___ Interpreters/bilinguists
   x Work evaluation
   x Diagnostic testing
   x Family counseling
   x Others, ___

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners

   b. Assessing achievement or progress

   Iowas Basic, Stanford Achievement Test, Gate McGinity Reading

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment) Attendance, on going standardized tests, fewer disciplinary referrals, improved performance

   b. At the conclusion of the program (summative assessment)

   Job skills, employment evaluation

8. Purposes of formative/summative assessments.

   a. Formative assessment information

   Internal for our evaluation. Local State Department of Education.

   b. Summative assessment information

   Same as above

9. Personnel responsible for the assessment of student progress or achievement.

   s/f Guidance counselor
   f Teacher(s) of program
   s/f Occupational teacher
   f Remedial/support teacher
   s/f Administrator
   ___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	211	___	___	130	___	___
b. Econ. disad.	___	___	___		___	___	72	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	211	___	___	202	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State 50% Local 50%

12. Length of program operation.

____Less than one sch. yr. ____three sch. yrs.
____Two sch. yrs. ____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 3-4 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is One fulltime six part-time.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

x VICA
____HERO
x DECA
____FHA
x Other, J.A.

32. If there was something in your program that you could change, it would be:

Involve peer counseling and parents to a greater extent in the program.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE New Hampshire

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Cheshire Vocational Center
Contact Person Ms. Susan Concannon, Corrd. Spec. Serv.
Street Address Cheshire Voc. Center, Keene H.S.
City/State/Zip Code Keene NH 03431
Telephone (603) 352-0640
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___achievement test scores
___aptitude test scores
___school attendance record
___family income
___family status
x other information, Learning styles, test scores, estimated maturity level, work history.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $___)
___unemployed parent
___family on welfare assistance
___others, ___

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (1-2 yrs.)
x teacher referral
x others, 2 years below grade level in reading or math, 16 years of age and below grade level.

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Developing EVEP's

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
___Occupational teachers
x Remedial/support teachers
x Others, Vocational evaluators

5. Specific support services available to disadvantaged learners.

___Remedial reading
___Voc. guidance
___Personal guidance
x In class tutor assist.
x Teacher aides
___Interpreters/bilinguists
___Work evaluation
___Diagnostic testing
___Family counseling
x Others, Vocational evaluation

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners 2 yrs. below grade level in reading or math. 16 but not a Jr. or Sr., Potential school droup-out.

b. Assessing achievement or progress

Job Corps Manual

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Ongoing assessment through student skill profile sheets.

b. At the conclusion of the program (summative assessment)

Written recommendation as to next year's placement.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Sending school guidance for placement purposes.

b. Summative assessment information

Same as above

9. Personnel responsible for the assessment of student progress or achievement.

___Guidance counselor
f/s Teacher(s) of program
___Occupational teacher
___Remedial/support teacher
___Administrator
___Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	—	20	—	—	20+	—	—
b. Econ. disad.	—	—	—	—	—	—	—	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	—	20	—	—	20+	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

12. Length of program operation.

____Less than one sch. yr.
__x__Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. Yes [✓ No]

14. Objectives for program based on job opportunities in community. Yes [✓ No]

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets __2__ during the year.

17. The following are represented on the advisory committee:

__x__Parents
__x__Administrators
__x__Special needs personnel
__x__Teachers
____Rep. from bus. within the community
____Students
__x__Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is __20__.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. Yes [✓ No]

26. The counselor(s) play an active role in this program. Yes [✓ No]

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. Yes [✓ No]

29. Follow-up studies are conducted of the student's employment history. Yes [✓ No]

30. Follow-up studies are conducted.

____Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

__x__VICA
____HERO
____DECA
__x__FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs for the Disadvantaged Learners

STATE New York

Co-op Program/Self-Contained Program/[✓ Mainstream Program]

Name of Program Westover Adult Center
Contact Person Paul King, Director
Street Address P.O. Box 1450
City/State/Zip Code Binghamton, NY 13905
Telephone (607) 729-9301
Program Level ___ Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
___ school attendance record
x family income
x family status
x other information, New York State Employment Service uses CETA criteria.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Youth unemployed 15 wks. or more.

b. academic disadvantaged

x below grade level in math (5 yrs.)
x below grade level in reading (7 yrs.)
x below minimum grade average (2 yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Placement, follow-up

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Reading Locator Tests, Math Locator Tests

b. Assessing achievement or progress

California Achievement Test

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Entry locations, CTA, Iowa Test of Ed. Development

b. At the conclusion of the program (summative assessment)

Placement specialist

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
f/s Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	40	—	—	40	—	—	100
b. Econ. disad.	—	—	110	—	—	140	—	—	180
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	150	—	—	180	—	—	280

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 1.3 mill. State 20,000 Local_________

12. Length of program operation.

____Less than one sch. yr. ____three sch. yrs.
____Two sch. yrs. x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 10 during the year.

17. The following are represented on the advisory committee:

____Parents
x Administrators
____Special needs personnel
____Teachers
x Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 20.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
____DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

Duplicity of paperwork demanded by education labor departments.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Ohio

Co-op Program/Self-Contained Program/Mainstream Program
Name of Program Altern. Voc. & Remedial Training Prog. for Alienated, Disrupt./Droupout Youth
Contact Person James Miller (78-4157)
Street Address Parma City Schools, 6726 Ridge Rd.
City/State/Zip Code Parma, Ohio 44129
Telephone (216) 842-5300
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
x family income
x family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, Counselor ref. and administrator ref.

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
x others, Counselor and pupil personnel referral.

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Besides English and math, a student must take one vocational course.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
x Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Voc. Serv.; Singer/Graflex Voc. Eval. Sys.; Minn. Special Rel.

b. Assessing achievement or progress Purdue Pegboard Profile.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment) Special classes taken on a pass/fail basis, must work 40 hours in class, and 80 hrs. out of class to earn 1 credit.

b. At the conclusion of the program (summative assessment)
With student, teacher and coun. conferences at the end of the school year.

8. Purposes of formative/summative assessments.

a. Formative assessment information
Counselors.

b. Summative assessment information Information is brought up to date and the administrator makes sure the student's folder is up to date.

9. Personnel responsible for the assessment of student progress or achievement.

s Guidance counselor
s/f Teacher(s) of program
___ Occupational teacher
f Remedial/support teacher
s Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	24	17	20	22	20	16	23	21	37
b. Econ. disad.	27	22	37	29	21	32	31	20	24
c. Cult. disad.	18	8	20	20	17	6	20	28	16
d. Others									
TOTAL	69	47	67	71	58	54	74	69	77

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 80% State ______ Local 20%

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
___Others, ______

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 22.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

x VICA
___HERO
x DECA
___FHA
___Other, ______

32. If there was something in your program that you could change, it would be:

A problem we want to eliminate is that we have a small percentage of students in class who have poor attendance records.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Oklahoma

Co-op Program/Self-Contained Program/Mainstream Program
Name of Program "Moore-Norman Area Vo-Tech School Program for Disadvantaged"
Contact Person Mr. Clovis Weatherford, Supt.
Street Address Moore-Norman Area Vo-Tech School Dist. 17.
City/State/Zip Code 4701 N.W. 12th Norman, OK 73069
Telephone (405) 364-5763
Program Level x Sec. ___ Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
___ school attendance record
x family income
___ family status
x other information, Reading and math test scores.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___) CETA guidelines.
___ unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (1 yrs.)
x below grade level in reading (1 yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Financial assistnace, public medical assistance.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
x Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
x Teacher aides
x Interpreters/bilinguists
x Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, Remedial math

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Nelson-Denny Reading Test., Westinghouse survey.

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Teacher assessment.

b. At the conclusion of the program (summative assessment)

Post test

8. Purposes of formative/summative assessments.

a. Formative assessment information

Learning skills coordinator, agencies instructors.

b. Summative assessment information

counseling, remedial, curriculum adjustment.

9. Personnel responsible for the assessment of student progress or achievement.

s/f Guidance counselor
s/f Teacher(s) of program
___ Occupational teacher
s/f Remedial/support teacher
f Administrator
s/f Others, Support coordinators.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	195	75	___	250	100	___
b. Econ. disad.	___	___	___	40	80	___	70	90	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	235	155	___	320	190	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 65,290 State 32,645 Local 32,645

12. Length of program operation.

x Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. Yes [✓ No]

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

____Parents
x Administrators
x Special needs personnel
____Teachers
x Rep. from bus. within the community
x Students
x Others, Agency personnel

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is Support services only.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

x VICA
____HERO
x DECA
x FHA
x Other, FBLA

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Pennsylvania

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Remedial Academic Instruction
Contact Person James E. Bell
Street Address R.D. #1, Kesslersville Rd.
City/State/Zip Code Easton, PA 18042
Telephone (215) 258-2857
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
___ school attendance record
___ family income
x family status
x other information, Psychological eval./referrals.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
x others, size of family, members disabilities, unusual amount of medical bills.

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
x below minimum grade average (2 yrs.)
x teacher referral
x others, Psychological evaluation & staff eval.

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/ specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
___ Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Psychologists

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
x Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Community agencies.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

Learning disabilities, WRAT

b. Assessing achievement or progress

Woodcock Reading Achievement Test.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Staffing, IEP's, pre-test on reading and math skills.

b. At the conclusion of the program (summative assessment)

IEP success-objectives satisfied, post-test on reading and math skills.

8. Purposes of formative/summative assessments.

a. Formative assessment information

Teachers & counselor - used to place students, set up programs.

b. Summative assessment information

Same as above.

9. Personnel responsible for the assessment of student progress or achievement.

f/s Guidance counselor
f/s Teacher(s) of program
s Occupational teacher
f/s Remedial/support teacher
___ Administrator
f Others, IEP implementor

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	130	5	—	138	2	—	129	2	—
b. Econ. disad.	included above			included above			included above		
c. Cult. disad.	included above			included above			included above.		
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	130	5	—	138	2	—	129	2	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program. Total

Federal________ State__________ Local________ $252,699 (approximately)

12. Length of program operation.

____Less than one sch. yr.
____three sch. yrs.
____Two sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. Yes [✓ No] Objectives are based on needs of students.

15. An advisory committee offers assistance to operation and direction of program. Yes [✓ No]

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
x Special needs personnel
x Teachers
____Rep. from bus. within the community
____Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 41.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

x VICA
x HERO
x DECA
x FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

More data gathering before, during, and after the student is placed in program. Develop a competency chart for shop areas where students are placed. Develop a pre-skill readiness program for students going into shop areas.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Rhode Island

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Project - BRIDGE
Contact Person Tim Warrener
Street Address Johnston Senior H.S. 345 Cherry Hill Rd.
City/State/Zip Code Johnston, RI 02919
Telephone (401) 231-1500
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
x other information, Grades for students in classes students enrolled.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2-3 yrs.)
x below minimum grade average (3 yrs.)
x teacher referral
x others, Poor school attendance, failing current subjects.

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Individual program planned based on student need.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
X Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
___ In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
___ Others, Provided by guidance counselor

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress
Teacher made tests.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment) Student's success in academic classes. Student's success in assigned job station.

b. At the conclusion of the program (summative assessment) Successful graduation from high school, entry level employment at time of graduation.

8. Purposes of formative/summative assessments.

a. Formative assessment information Work study teachers to determine academic progress and success of work by student.

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
X Teacher(s) of program
x Occupational teacher
___ Remedial/support teacher
___ Administrator
x Others, Employers, progress, assistance study.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	23			32			41		
b. Econ. disad.	2			4			5		
c. Cult. disad.									
d. Others									
TOTAL	25			38			46		

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 8,000 State________ Local 45,000

12. Length of program operation.

____Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. Yes No

14. Objectives for program based on job opportunities in community. Yes No

15. An advisory committee offers assistance to operation and direction of program. Yes No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
____Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is_____.
Nine part-time acad. teachers, one full-time teacher.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. Yes [✓ No]

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

____Each year
x Every other year
____Every five years

31. Students are members and participate in the following related activities.

____VICA
____HERO
x DECA
____FHA
____Other,__________

32. If there was something in your program that you could change, it would be:

Types of jobs students are assigned to.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE South Carolina

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Mainstreamed Program
Contact Person Mr. John T. Morrison
Street Address Floyd D. Johnson, Vocational Center
City/State/Zip Code McElvey Street, York, SC 29745
Telephone (803) 684-4131
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___ aptitude test scores
___ school attendance record
x family income
___ family status
x other information, Students eligible for free lunches.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
___ unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (2 yrs.)
x below grade level in reading (2 yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

x Determining needed support services
___ Modifying/adjusting curriculum
___ Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
___ Administrators
___ Occupational teachers
___ Remedial/support teachers
x Others, Voc. ~~resource~~ person.

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
___ Family counseling
x Others, Equipment and supplies

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Teacher evaluation

b. At the conclusion of the program (summative assessment)

Teacher evaluation and placement

8. Purposes of formative/summative assessments.

a. Formative assessment information

Local administration and State Dept of Ed.

b. Summative assessment information

Same as above

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
f/s Administrator
f/s Others, Resource person

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	—	—	—	—	150	—	—
b. Econ. disad.	—	—	—	—	—	—	Included above —	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	—	—	—	—	150	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal $10,589 State $2,922 Local $1,705

12. Length of program operation.

x Less than one sch. yr.
____Two sch. yrs.
____three sch. yrs.
____more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 2 during the year.

17. The following are represented on the advisory committee:

x Parents
x Administrators
____Special needs personnel
x Teachers
x Rep. from bus. within the community
x Students
____Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is 1.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
____Every other year
____Every five years

31. Students are members and participate in the following related activities.

x VICA
x HERO
x DECA
x FHA
x Other, FBLA

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE South Dakota

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Related Instruction
Contact Person Mr. Leonard Timmerman
Street Address Lake Area Vo-Tech. Institute
City/State/Zip Code 230 11th St. N.E., Watertown, SD 57201
Telephone (605) 886-5872
Program Level ___ Sec. x Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
x aptitude test scores
x school attendance record
___ family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
x others, CETA, WINN, Vets, BEOG, Loan Progs.

classrooms, laboratory, shop abilities.

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
x teacher referral
___ others, ___

3. How identification information is used in program:

___ Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
x Administrators
___ Occupational teachers
___ Remedial/support teachers
x Others, Classroom, laboratory, shop instruction.

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
___ Diagnostic testing
___ Family counseling
___ Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Ability to do and understand work presented in the classroom or lot.

b. At the conclusion of the program (summative assessment) Certification tests, school test - depends on program.

8. Purposes of formative/summative assessments. Used by instructors, admin. recommend additional assistance.

a. Formative assessment information Used by instructors, admin. recommend additional assist. encourage Basic Education review.

b. Summative assessment information
Instructor eval. of student - are they ready for employment.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
___ Occupational teacher
f/s Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	52	___	___	51	___	___	69	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	52	___	___	51	___	___	69	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 20% State 26% Local 54%

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
_x_more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

___Parents
_x_Administrators
___Special needs personnel
___Teachers
_x_Rep. from bus. within the community
___Students
___Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. Yes [✓ No]

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 51.

22. State certification/endorsement requirement for teaching disadvantaged learners. [✓ Yes] No

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. Yes No _x_ limited

26. The counselor(s) play an active role in this program.
Yes No _x_ some

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. Yes No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
___Other,__________

32. If there was something in your program that you could change, it would be:

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Tennessee

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program VIP Program
Contact Person June Smith
Street Address Red Boiling Springs High School
City/State/Zip Code Red Boiling Springs, TN 37150
Telephone 699-3125
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

x achievement test scores
___aptitude test scores
x school attendance record
___family income
___family status
___other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $___)
___unemployed parent
___family on welfare assistance
___others, ___

b. academic disadvantaged

x below grade level in math (*2 yrs.)
x below grade level in reading (*2 yrs.)
x below minimum grade average (*2 yrs.)
x teacher referral
x others, *Most are 2 years behind

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
___Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___Home school counselor
x Administrators
___Occupational teachers
x Remedial/support teachers
x Others, Regular classroom teachers.

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
___Interpreters/bilinguists
___Work evaluation
x Diagnostic testing
___Family counseling
___Others, ___

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Adult Basic Learning Examination (ABLE, Level II) Cumulative Records.

b. Assessing achievement or progress
ABLE - Level II

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment) Task completion, teacher- made tests, observation, and degree of improvement.

b. At the conclusion of the program (summative assessment)
Teacher-made tests as well as the ABLE test.

8. Purposes of formative/summative assessments.

a. Formative assessment information
I.E.P.

b. Summative assessment information ABLE test scores at end of year are used to compare progress are put on I.E.P.'s.

9. Personnel responsible for the assessment of student progress or achievement.

s Guidance counselor
f Teacher(s) of program
___Occupational teacher
___Remedial/support teacher
s Administrator
f/s Others, UIP instructor, Reg. classroom teacher, Admin. and parents.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	46	___	___	45	___	___	35	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL	46	___	___	45	___	___	35	___	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State $300 Local $300

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:

___Parents
x Administrators
x Special needs personnel
x Teachers
x Rep. from bus. within the community
___Students
___Others,__________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes [✓ No]

Part III. STAFFING

21. The number of program instructors is 1 .

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

Not yet, but have been advised to take spec. ed.

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. [✓ Yes] No

1 hour each day.

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

x VICA
x HERO
___DECA
x FHA
x Other, FFA

32. If there was something in your program that you could change, it would be:

A larger room to set up individual learning centers.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Utah

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Project Articulation
Contact Person Dr. Dee Martin
Street Address Utah Technical College
City/State/Zip Code Provo, Utah 84601
Telephone 244-6161
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
___ aptitude test scores
___ school attendance record
___ family income
___ family status
x other information Identification i- not part of the articulation project.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___ annual family income (below $___)
___ unemployed parent
___ family on welfare assistance
___ others, n/a

b. academic disadvantaged

___ below grade level in math (___ yrs.)
___ below grade level in reading (___ yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
___ others, n/a

3. How identification information is used in program:

x Determining needed support services
x Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, We are doing these items but not as a result of a & b above.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
___ Others, ___

5. Specific support services available to disadvantaged learners.

x Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
x Teacher aides
x Interpreters/bilinguists
x Work evaluation
x Diagnostic testing
x Family counseling
___ Others, All of the above are available but not part of the program.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress
Instructor developed tests.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)
Test at end of each module.

b. At the conclusion of the program (summative assessment)
Comprehensive tests are used in some programs.

8. Purposes of formative/summative assessments.

a. Formative assessment information
Student & instructors, Information is available to future instructors.

b. Summative assessment information
Same as above.

9. Personnel responsible for the assessment of student progress or achievement.

___ Guidance counselor
f/s Teacher(s) of program
f/s Occupational teacher
f/s Remedial/support teacher
___ Administrator
___ Others, ___

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others CETA		187	___	___	234	___	___	222	___
TOTAL	___	187	___	___	234	___	___	222	___

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

12. Length of program operation. Total 51,000

___Less than one sch. yr.
_x_Two sch. yrs.
___three sch. yrs.
___more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 10 during the year.

17. The following are represented on the advisory committee:

___Parents
_x_Administrators
_x_Special needs personnel
___Teachers
___Rep. from bus. within the community
___Students
___Others,_________

18. Students mainstreamed into other vocational programs. Yes No
We are developing curric. for spec. trade areas.

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is____. Unknown

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes No n/a

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. [✓ Yes] No

25. Instructor(s) participate in related preservice, inservice, workshops. Yes No not specifically

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

___Each year
_x_Every other year
___Every five years

31. Students are members and participate in the following related activities.

_x_VICA
___HERO
_x_DECA
___FHA
___Other,_________

32. If there was something in your program that you could change, it would be:

Add more audio and visual materials.

National Study of Exemplary Programs
for the Disadvantaged Learners

STATE Vermont

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program R.E.M.D.Y.
Contact Person Mrs. Julie Thompson
Street Address Randolph Area Voc. Center
City/State/Zip Code Randolph, Vermont
Telephone (802) 728-9595
Program Level x Sec. ___ Postsec. ___ Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

   ___ achievement test scores
   ___ aptitude test scores
   ___ school attendance record
   ___ family income
   ___ family status
   x other information, Teacher/Counselor recommendations Math screening tests.

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

   a. economic disadvantaged

   ___ annual family income (below $___)
   ___ unemployed parent
   ___ family on welfare assistance
   x others, Students are acad. ecomonically disad.

   b. academic disadvantaged

   x below grade level in math (___yrs.)
   x below grade level in reading (___yrs.)
   x below minimum grade average (___yrs.)
   x teacher referral
   ___ others, ___

3. How identification information is used in program:

   x Determining needed support services
   x Modifying/adjusting curriculum
   x Planning specific instructional experiences
   ___ Others, ___

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

   x Guidance counselor
   x Home school counselor
   x Administrators
   x Occupational teachers
   x Remedial/support teachers
   x Others, Students themselves.

5. Specific support services available to disadvantaged learners.

   x Remedial reading
   x Voc. guidance
   ___ Personal guidance
   x In class tutor assist.
   ___ Teacher aides
   ___ Interpreters/bilinguists
   ___ Work evaluation
   x Diagnostic testing
   ___ Family counseling
   ___ Others, ___

6. Titles of specific tests utilized for:

   a. Initial identification of disadvantaged learners

   Referrals

   b. Assessing achievement or progress

   Each student tested according to his/her objectives

7. Procedures used to determine student progress/achievement.

   a. During the program (formative assessment)

   Instructor, voc. teacher, and student.

   b. At the conclusion of the program (summative assessment)

   Teacher (Voc.) evaluation, administrator, students

8. Purposes of formative/summative assessments.

   a. Formative assessment information

   Teacher (voc.) modifying curric. Student progress

   b. Summative assessment information

   Improve program

9. Personnel responsible for the assessment of student progress or achievement.

   s Guidance counselor
   s/f Teacher(s) of program
   f Occupational teacher
   s/f Remedial/support teacher
   s Administrator
   f Others, Student periodically evaluate own progress.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	—	—	—	—	—	—	—
b. Econ. disad.	—	—	—	—	—	—	37	—	—
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	—	—	—	—	37	—	—

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal________ State_________ Local_________

12. Length of program operation.

_x_ Less than one sch. yr.
___ three sch. yrs.
___ Two sch. yrs.
___ more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets _5_ during the year.

17. The following are represented on the advisory committee:

___ Parents
_x_ Administrators
___ Special needs personnel
_x_ Teachers
___ Rep. from bus. within the community
___ Students
___ Others, _________

18. Students mainstreamed into other vocational programs. [✓ Yes] No

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. [✓ Yes] No

Part III. STAFFING

21. The number of program instructors is _1_.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. Yes [✓ No]

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

_x_ Each year
___ Every other year
___ Every five years

31. Students are members and participate in the following related activities.

_x_ VICA
___ HERO
_x_ DECA
_x_ FHA
_x_ Other, FBLA, FFA

32. If there was something in your program that you could change, it would be:

1. Closer coordination with students' sending school counselor, English teacher, and/or math teacher.

2. Academic difficulties of students detected earlier in school year. Hopefully these changes will be made in next year's program.

National Study of Exemplary Programs for the Disadvantaged Learners

STATE Washington

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program Secretarial Science
Contact Person Charles Coodington
Street Address P.O. Box 639
City/State/Zip Code Centrailia, WA 98531
Telephone ___
Program Level ___ Sec. x Postsec. x Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___ achievement test scores
x aptitude test scores
___ school attendance record
x family income
___ family status
___ other information, ___

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

x annual family income (below $___)
x unemployed parent
x family on welfare assistance
___ others, ___

b. academic disadvantaged

x below grade level in math (9 yrs.)
x below grade level in reading (9 yrs.)
___ below minimum grade average (___ yrs.)
___ teacher referral
x others, High school droup out.

3. How identification information is used in program:

___ Determining needed support services
___ Modifying/adjusting curriculum
x Planning specific instructional experiences
x Others, Development of a training & employment plan.

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

x Guidance counselor
___ Home school counselor
x Administrators
x Occupational teachers
x Remedial/support teachers
x Others, Employment rep.

5. Specific support services available to disadvantaged learners.

___ Remedial reading
x Voc. guidance
x Personal guidance
x In class tutor assist.
___ Teacher aides
___ Interpreters/bilinguists
___ Work evaluation
x Diagnostic testing
___ Family counseling
x Others, Financial supportive services.

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners
Canbridge Gen. Prog. Diagnostic Tests Gates-McGinnis Reading Tests.

b. Assessing achievement or progress
Progress Tests & Comprehensive Tests from various texts.

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

Competency Based Objectives for class & component.

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information Employment rep. & counselors, used for placement, on-site experience.

b. Summative assessment information Administrators. employment rep., and occp. inst. used to assess prog. credibility and student accomplishments.

9. Personnel responsible for the assessment of student progress or achievement.

f Guidance counselor
f/s Teacher(s) of program
s Occupational teacher
f Remedial/support teacher
s Administrator
f/s Others, Employment represent.

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	—	—	158	—	—	160	—	—	165
b. Econ. disad.	—	—	315	—	—	320	—	—	327
c. Cult. disad.	—	—	—	—	—	—	—	—	—
d. Others	—	—	—	—	—	—	—	—	—
TOTAL	—	—	473	—	—	480	—	—	492

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.

Federal 92% State 7% Local 1%

12. Length of program operation.

___Less than one sch. yr.
___Two sch. yrs.
___three sch. yrs.
x more than three sch. yrs.

13. Statement of program philosophy exists. [✓ Yes] No

14. Objectives for program based on job opportunities in community. [✓ Yes] No

15. An advisory committee offers assistance to operation and direction of program. [✓ Yes] No

16. Advisory committee meets 4 during the year.

17. The following are represented on the advisory committee:

___Parents
___Administrators
___Special needs personnel
___Teachers
x Rep. from bus. within the community
___Students
___Others, ___

18. Students mainstreamed into other vocational programs. Yes [✓ No]

19. Students enroll in program without conflicts with other required courses. [✓ Yes] No

20. The opportunity for a co-op experience exists for disadvantaged students. Yes No

Part III. STAFFING

21. The number of program instructors is 7.

22. State certification/endorsement requirement for teaching disadvantaged learners. Yes [✓ No]

23. All full time instructor(s) have business/industrial/trade experience. [✓ Yes] No

24. Instructor(s) are members of related professional associations. Yes [✓ No]

25. Instructor(s) participate in related preservice, inservice, workshops. [✓ Yes] No

26. The counselor(s) play an active role in this program. [✓ Yes] No

27. Teacher aide(s) employed in the program. Yes [✓ No]

28. An organized plan exists for placement of students in employed positions. [✓ Yes] No

29. Follow-up studies are conducted of the student's employment history. [✓ Yes] No

30. Follow-up studies are conducted.

x Each year
___Every other year
___Every five years

31. Students are members and participate in the following related activities.

___VICA
___HERO
___DECA
___FHA
x Other, Student Body.

32. If there was something in your program that you could change, it would be:

An increase in non-federal funds.